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Rollins College Catalogue, 1992-1993

Rollins College

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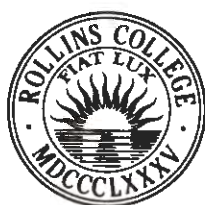


Rollins College

1992–1993 Catalogue

Rollins College

A
liberal arts
college



CATALOGUE
1992-1993

The 1992-93 catalogue
contains descriptions of courses
offered in the years 1990-91,
1991-92, and 1992-93.
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Introduction to Rollins College

Rollins College stands among those small, coeducational, independent liberal arts institutions which distinctively contribute to the vitality and diversity of American higher education. Founded in 1885 under the auspices of the Congregational Church, Rollins was the first college in Florida. In 1885, admission requirements were similar to those of other good liberal arts institutions of the day: Latin and Greek, language and composition, plane geometry, history of Greece and Rome, and so on. Rollins was coeducational and designed to bring the educational standards of New England to the Florida frontier.

Rollins is nonsectarian and independent, and is supported through tuition, investments, and gifts from alumni, friends, and foundations. The College offers a challenging curriculum leading to the *Artium Baccalaureus* (Bachelor of Arts) degree. This curriculum, which includes 28 major fields of study and over 800 courses, reflects a distinctive and innovative approach to education.

The College is located in Winter Park, an attractive residential community adjacent to the city of Orlando. Fifty miles from the Atlantic Ocean and seventy miles from the Gulf of Mexico, the sixty-five acre campus is bounded by Lake Virginia to the east and south. A traditional Spanish-Mediterranean architecture characterizes the College facilities.

Accreditation

Rollins College has been accredited by the Southern Association of Colleges and Schools since 1927. It has been a full member of the National Association of Schools of Music since 1931, and has had a chemistry program accredited by the American Chemical Society since 1974. Its programs in education have been approved by the Department of Education of the State of Florida. The

Roy E. Crummer Graduate School of Business is accredited by the American Assembly of Collegiate Schools of Business.

Rollins also holds institutional memberships in the Association of American Colleges, the American Council on Education, Associated Colleges of the South, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the American Association of University Women, the Association of Governing Boards, the Florida Independent College Fund, and Independent Colleges and Universities of Florida, Inc.

Associated Programs

The Hamilton Holt School of Rollins College offers associate and baccalaureate degrees as well as the Master of Liberal Studies degree in the afternoon and evening. The Crummer Graduate School of Business offers the MBA degree for both full-time and part-time students. Graduate Programs in Education and Human Development offer graduate degree programs and professional development courses for teachers and counselors. The Center for Lifelong Education offers seminars, workshops, study tours and other not-for-credit learning experiences. In addition, Rollins has a campus in Brevard County. The Brevard Campus, located at 1535 North Cogswell Street in Rockledge, offers day and evening courses leading to associate and baccalaureate degrees and teacher certification.

Purpose

Consistent with the purposes set forth in the 1885 Charter of the College, Rollins will continue to prepare students for "virtuous and useful lives." The future of Rollins College depends on its excellence—the quality of the educational experience, the quality of students and faculty, the quality of individual performance, and the quality of our life and work together.

Mission Statement

On February 21, 1992, the Rollins College Board of Trustees adopted the following Mission Statement:

Rollins College holds a distinctive place in American higher education. From its founding in 1885, the College has emphasized quality liberal education, and, since the 1920s, has developed a tradition of innovation in the liberal arts. Drawing upon this dual heritage, Rollins has also established a nationally recognized graduate management school and continuing education program. United by the values of liberal education and integrated by a single collegiate structure, these diverse programs and student populations distinguish Rollins as a comprehensive liberal arts institution which educates students for active citizenship in a global society and disseminates the values of a liberal education in the wider community.

The College affirms its commitment to excellence and innovation throughout its programs. Rollins is dedicated to rigorous education in a caring and responsive environment; distinctive programs which are interdisciplinary and collaborative; advancement of the art of teaching; and scholarship and creative endeavor. Continuing priorities are diversity among students, staff, and faculty; the quality of student life; and the integration of a rich array of co-curricular opportunities with the curriculum.

Rollins accepts its historical responsibility to serve the Central Florida community through educational programs and cultural and enrichment activities. Because aesthetic values contribute to a climate in which liberal education flourishes, the College is also committed to preserving the integrity of its architecture and the beauty and environmental health of its lakeside campus.

Heritage

The rigors of a turn-of-the-century New England educational philosophy, tempered by the congenial Florida environment, have worked together since 1885 to produce a college of academic distinction, rich in its traditions and envied for its pleasant campus setting. The College lives through its legacy of individuals—people who will make a difference through their careers, their lives, and service to society.

The College has enjoyed a succession of dedicated and able presidents. The Rev. Edward Payson Hooker (1885-1892), one of the clergymen who helped establish Rollins in 1885, served as the first president. President George Morgan Ward (1896-1902), who later served as pastor of financier Henry Flagler's chapel in Palm Beach, Florida, guided the College through the devastating financial times following the citrus freeze of 1894-95. William Fremont Blackman was a faculty member at Yale University when he was called to the Rollins presidency in 1902. During his term in office (1902-1915), President

Blackman faced a national depression and diminishing enrollment, yet he substantially increased the College's endowment, added to its facilities, and won the support of the Carnegie Foundation.

Hamilton Holt (1925-1949), perhaps Rollins' most famous president, left a nationally recognized career as a journalist and internationalist in 1925 to accept the presidency of Rollins. His legacy to Rollins includes a tradition of "experimental" education. During the administration of Hamilton Holt, Rollins College established the Conference Plan, which emphasized close teacher-student contact. Under this plan, teachers and students shared the learning experience around a conference table, an activity which led students to develop clear standards by which to judge their work. The College retains this method but not to the exclusion of other significant approaches to teaching. Paul Wagner (1949-1951) was a controversial president who brought extensive use of audio-visual technology to Rollins and ended its football program.

During the administration of Hugh F. McKean (1951-1969), the College developed the Honors Degree program for exceptionally well-prepared and qualified students. He established graduate programs in education and business, and the Hamilton Holt School and Brevard Campus, which together provide evening education programs for nearly 2,000 adults. Although President McKean was a student and professor of art, his administration brought significant advances and general strengthening of the College programs in business administration, economics, and the sciences.

Jack B. Critchfield (1969-1978), elected president of Rollins College from a position at the University of Pittsburgh, moved the College in new directions by establishing programs in environmental and interdisciplinary studies and graduate and undergraduate programs in criminal justice. Continuing to build a strong faculty and seeking those students who would most profit by the personalized education provided at Rollins College, President Critchfield generated new support from all facets of the community for the College.

Thaddeus Seymour (1978-90) served previously as dean of Dartmouth College and was president of Wabash College in Indiana. As Rollins celebrated its centennial, President Seymour defined its goal of providing superior liberal arts education in a personal and caring environment. During his administration, Rollins successfully completed a fund-raising campaign which provided facilities and endowment to support quality improvement and enhanced reputation.

President Rita Bornstein was elected in April, 1990, and formerly held the position of vice president of the University of Miami. As she prepares the College for the challenges of the twenty-first century, President Bornstein has pledged her commitment to quality, innovation, and a global perspective in the liberal arts, and to the development of the values of citizenship, service, and ethical behavior in Rollins students.

Student Life

Education at Rollins is not limited to the classroom. Rather it combines the discipline of academic study with many other opportunities for learning and personal development on a residential campus. Residential life, student self-governance, and extracurricular activities bring important dimensions to a student's liberal education.

The Rollins student lives and works in a small, dynamic community formed for the sake of learning and marked by its diversity. This diversity in curriculum, in faculty interests and in student experience has helped to introduce Rollins students to the fullness of life's possibilities. Rollins makes a special effort to create a student population of individuals from varied backgrounds and with diverse experiences. Rollins enrolls approximately 1,450 students representing 40 states and 35 foreign countries, with about one-third of those students from the state of Florida.

Community Responsibility

Rollins College is dedicated to fostering in students social responsibility as well as intellectual achievement and personal growth. For students to learn to live and work successfully with others, they must have respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of Winter Park.

The Code of Students' Rights and Responsibilities, created jointly by the faculty and students of the College is published annually in the student handbook, *R-Times*, and describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights such as freedom of expression, privacy, and an atmosphere free of discrimination and harassment, and describes proscribed conduct and appropriate sanctions imposed when the Code is violated. The Dean of the College is responsible for student

discipline, but because of the College's commitment to student self-governance, adjudication of student misconduct is often delegated to the Student Hearing Board or to the Residence Hall Judicial Council. Serving on one of those boards is a significant honor and responsibility.

Academic Advising

Academic advising, available to undergraduates throughout their four years at Rollins, is coordinated by the Office of the Dean of the College. First-year students are assigned to advisers in their areas of interest. Thereafter, students may choose their own faculty advisers, very often selecting faculty from their major field of study. Advisers assist in course selection and registration, dropping and adding courses, selecting a major area of study, improving study skills and clarifying career goals. In addition, students are assigned to an academic counselor who serves in many ways to supplement the faculty advising system. Both the faculty adviser and academic counselor are important sources of advice and counsel on a wide variety of academic and personal matters.

Special assistance is also provided to students through the Academic Skills Center, the Writing Center and the Language Lab, and by upperclass peer advisers who serve to help first-year students make the transition to college.

Pre-Professional Advising

A substantial number of Rollins graduates go on to professional schools for advanced degrees in law, business, and the health sciences. Students are assisted in designing appropriate undergraduate courses of study and preparing for professional training through a variety of advisory and informational programs.

Health-Related Professions

Faculty in the Division of Natural Sciences work with students planning to enter health-related professions. Students are assisted in designing interdisciplinary preparatory programs that are comprised of preprofessional courses in the context of a liberal arts education. Faculty advisors help familiarize students with entrance requirements of professional schools in the health care fields. They assist students in preparing for admissions tests and in assembling application packages. A variety of special programs are offered during the academic year to provide students with additional information on health science careers and professional training.

Careers in Law and Business

The Office of Career Services coordinates pre-professional activities for students interested in careers in law and business. The office maintains a library of information on various graduate business and law schools as well as a wealth of resources on careers in these fields. Students are referred to appropriate faculty members for assistance in choosing major field and elective courses that will meet professional school entrance requirements. Career Services informs students about test and admissions requirements and makes information on test preparation resources available. They also assist students in compiling application materials and in preparing for preadmission interviews. During the Fall semester, admissions representatives from various law and graduate business schools visit the Rollins campus to meet with interested students. Throughout the year special programs bring practicing lawyers, judges, and business professionals to the campus for both formal and informal exchanges with students. For those students interested in gaining first-hand exposure to professionals in the field, Career Services assists in arranging internships and job-shadowing opportunities.

Residential Life

Three types of housing are available to Rollins students: residence halls, fraternities and sororities and residential communities. Most Rollins students live in one of the 17 residence halls on campus. Residence halls accommodate from 50 to 225 students and are staffed by upperclass student Resident Assistants who are responsible for programming and counseling. There are two Area Coordinators living in the residence halls to provide a professional presence on campus. Residential communities whose members share common intellectual and cultural interests, include the Residential Learning Community, the Rollins Outdoor Club, International Student Organization and the Wellness Lifestyle floor. Living in a residence hall provides challenges and opportunities that are an important part of a student's overall college experience.

Non-resident students participate in campus activities through the Off Campus Students Organization. Their facilities in the Mills Memorial Center provide members a comfortable lounge for study, relaxation and social events.

Privacy Rights of Students

Rollins College believes in the protection of confidentiality of student records and the preservation of a student's right to inspect the contents of his or her educational records. Educational records consist of the records in the offices of

the Dean of the College, Cashier, Registrar, Student Financial Planning, and faculty adviser's folders. Rollins has the right to release "directory information" as defined by the Family Educational Rights and Privacy Act, as a matter of course. Directory information consists of: name, class, address (campus and home), parents' names and address, telephone listing, date and place of birth, major field of study, participation in the officially-recognized sports, weight and height of members of athletic teams, dates of attendance, degrees, awards and honors achieved in the curricular and co-curricular life of the College, the most recent previous educational institution attended by the student, and individually identifiable photographs of the student solicited by or maintained directly by Rollins as part of the educational record. Students may ask in writing to withhold any or all such directory information annually. Rollins College will make the educational record available to parents or guardians when the student is claimed as a dependent with the Internal Revenue Services. The College assumes all full-time undergraduate students are so claimed unless evidence to the contrary is submitted to the Dean of the College. This policy is subject always to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended.

Student Activities and Organizations

The Rollins Office of Student Activities and Organizations hosts a diverse program of activities including lectures, weekly comedy and movie series, and popular music concerts and other outdoor events. Student organizations provide Rollins students with many opportunities to develop self-confidence, leadership skills, a sense of social responsibility and an appreciation of the values and diversity of humanity. Students participate in the governance of student life through elected representatives to the Student Government Association; the Student Hearing Board; Rollins College Productions - the student entertainment board; the radio station; student publications; and various committees. Students are also represented on the important student-faculty governance committees that determine college policies in academic and social areas. The Rollins Student Association supports more than 70 clubs and organizations representing ethnic, social, political, academic, and religious interests.

Health and Psychological Counseling Services

The Lakeside Center provides on-campus medical and psychological counseling services with a staff of a part-time physician, a nurse practitioner, a registered nurse and mental health counselors. Serious illnesses are treated at a

nearby hospital by the college physician or by an appropriate specialist. Psychological counseling is provided for a range of student problems, from adjustment to college to depression, substance abuse, and other personal concerns. All transactions and medical records are treated with strict confidentiality. Services provided by Lakeside staff are free to students. Student health insurance covers a portion of the cost of lab work, referral to outside specialists and other medical costs.

Career Services

The Career Center provides a range of services to students throughout their years at Rollins. Individual and group career counseling allows students to analyze interests and aptitudes, set goals, and explore the full range of post-graduate opportunities. The Career Center also sponsors visits to campus by representatives of organizations and corporations seeking to interview Rollins students for employment after graduation.

Campus Safety

Campus Safety is charged with the general security of the campus and the protection of both persons and property. Campus Safety is responsible for enforcing all local and state ordinances as well as school regulations. On-duty continuously throughout the year, the Campus Safety Office can be called for any campus emergency.

For more information about Student Life contact: Steven S. Neilson, Dean of the College, 407/646-2345.

Arts/Theater

The arts have always been a highly visible part of the Rollins experience. Each year the college calendar is filled with concerts, exhibitions, lectures and performances that draw audiences not only from campus, but also from the larger Central Florida community.

The Rollins College Artist Series, the Festival Series, the Bach Festival and performing groups such as the Chapel Choir, the Rollins Singers, the Rollins Chorale and the Rollins Brass Ensemble all offer experiences for those with interest in music. The two theaters on campus, the Annie Russell Theatre and the Fred Stone Theater, offer a year-round schedule of plays and dance productions. Lecture series bring notable visitors to campus to address classes and

public audiences. The Cornell Fine Arts Center contains classrooms and museum facilities open to the general public. The Cornell Gallery houses a fine collection of works by 19th-century English and American artists, and is fully accredited by the American Museum Association. In addition to the permanent collection, many loan exhibits are presented throughout the academic year.

Athletics/Intramurals

Because sports are a significant part of life at Rollins, students have the opportunity to become involved in a variety of athletic activities. There is a diversified, intramural program for both men and women which includes basketball, bowling, flag football, golf, table tennis, sailing, soccer, softball, swimming, and track.

The Enyart Alumni Field House contains basketball courts, volleyball courts, a weight room, dressing rooms, a training room, a classroom, and Department offices. Other facilities include the Alford Boathouse, Bradley Boat-house, Alford Pool, Alford Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts. These facilities are available to students at designated times.

The College has achieved considerable national recognition in intercollegiate competition with the aid of a relatively modest scholarship program and without sacrifice of academic standards. The varsity athletic program encourages individual participation in eleven intercollegiate sports: baseball, basketball, crew, cross-country, golf, sailing, soccer, softball, tennis, volleyball, and waterskiing. Rollins is a member of the Sunshine State Conference and Division II of the NCAA (except for women's tennis which is NCAA Division I level).

For further information contact the Director of Athletics, 407/646-2365.

Religious Life

The nurture of the religious life in the Rollins community is the mission of Knowles Memorial Chapel and the United Campus Ministries, led by the Dean of the Chapel. The character and programs of the Chapel, guided by the Student Board of Deacons, are interdenominational, seeking both to serve and support persons in a variety of faith traditions and to emphasize the conviction and commitments they share with one another. Each Sunday at 11:00 a.m., the Chapel holds interdenominational services with students participating in leading the services as well as singing in the Chapel Choir. Students,

faculty, and others may relate to the Chapel as associates. Services of meditation, vespers, gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services are held.

In addition to conducting religious services, Roman Catholic Mass, Bible studies, and Jewish Holy Day observances, the campus ministers sponsor the program of Sullivan House. Guided by its coordinator, Sullivan House offers events of adventure (canoeing, backpacking and diving trips), spiritual growth (ecumenical study and conversation groups, retreat trips, public affairs discussions), and service (drives to alleviate world hunger and direct volunteer aid to projects in the community). Student organizations represented at Sullivan House, include the Newman Club, the World Hunger Committee, the Jewish Students League, the Rollins Outdoor Club, and the Black Student Union. The programs of Sullivan House, open to persons of all religious beliefs or none, are often catalytic, helping students to develop interests that they may carry forward on their own.

For further information contact the Dean of the Chapel.

Resources and Services

THE OLIN LIBRARY

When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. One hundred and six years later, students have at their disposal considerable library resources ranging from ancient tomes to the latest technology in information retrieval.

The Olin Library, a 4.7 million dollar gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shore of Lake Virginia, the four-level, 54,000 square foot structure retains the Spanish Colonial architecture which dominates the campus. Open stacks with study areas throughout, conference rooms, group studies, and a tower lounge with exhibit space are some of the features which provide an inviting research and study environment. Patrons are able to use individual and group media rooms for viewing and listening; typing carrels with up-to-date equipment are also available.

The library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include over 250,000 volumes, 1500 periodical subscriptions, 816 serial subscriptions, 40,000 government documents, a number of special collections, and hundreds of compact discs, video discs, and videotapes.

The College Archives and Special Collections Department, housed in the renovated Mills Memorial Center, provides further opportunities for research in rare books and manuscripts and the historical records of Rollins College. Special collections, often acquired through bequests, emphasize the liberal arts

character of the library. Examples include the William Sloane Kennedy bequest of Whitmaniana; the Jesse B. Rittenhouse library of modern poetry and literature, including her correspondence with many literary personalities; the Mead and Nehrling horticultural papers; and an outstanding collection of Floridiana. The College's Archives, while collecting the documents of the institution, also accumulated priceless holdings on the history of Winter Park since the histories of both are intertwined, thus offering a wealth of information to local historians.

Computerized library services include the on-line catalog, automated cataloging, circulation, and interlibrary loan systems, various indexes on compact disc, and on-line database search capabilities. The library faculty are information professionals who, in addition to providing individual reference and research consultation, teach library research methods to various classes.

From its inception, the library has been an integral part of the instructional, intellectual, and cultural life of Rollins College.

For further information, contact George C. Grant, Director, Olin Library.

MEDIA SERVICES

The College's Media Services Department, housed in the Mills Memorial Center, provides access to a wide range of materials and information in audio, video, and other non-print formats. The department provides a media-equipped classroom as well as campus-wide delivery of audio-visual equipment. Audio-visual production services, including a black and white darkroom, are also available. Video communication includes a student operated cable television channel in addition to instructional support services.

COMPUTER SERVICES

The instructional computing resources at Rollins include both a personal computer laboratories and a Digital Equipment VAX, which may be accessed in the laboratory or via dialup lines. The Rollins Computing Laboratory, located in Bush 206, is equipped with 30 Macintoshes and 20 IBM PCs. The MACs, PCs, several matrix printers, and a laser printer are part of a network. A variety of software is available, including WordPerfect, Quattro, StatGraphics, Microsoft Word, Hypercard, and Pagemaker. Many of the computers may be used as VAX terminals. VAX users may program in several languages, analyze large databases using SAS, communicate with each other using VAX mail, and access BITNET.

The Lab is staffed by the Computer Services office. Personnel assigned include a full-time supervisor and a team of student assistants who work evenings and weekends, all of whom provide advice and training. Lab hours are 8:30 AM until midnight weekdays except Fridays, 8:30 AM until 5:00 PM

Fridays, 9:00 AM until 1:00 PM Saturdays, and 3:00 PM until midnight Sundays. The VAX is available by modem at all hours.

Students are encouraged to bring personal computers to campus, especially for their word processing needs. Rollins maintains agreements with several vendors who allow students to purchase personal computers and selected software at a substantial discount.

Additional word processing facilities, along with helpful writing consultants, may be found in the Writing Center in Mills. Cornell Hall for the Social Sciences will house a third computing laboratory now under construction.

For further information contact the Director of Computer Services, (407) 646-2403.

Admission

Rollins College seeks to attract applications from students with proven academic ability who demonstrate both intellectual and personal promise. The Committee on Admission, composed of faculty members, student representatives, and professional staff of the Admissions Office, sets admissions policy for the College. Applications for admission are considered on the basis of the qualifications of each applicant without regard to race, color, religion, national origin, sex, age, sexual orientation, handicap, or veterans' status.

Freshman Admission

Candidates for admission to the freshman class should have a completed application on file with the Admissions Office by February 15. To complete the application file, a candidate submits the admissions application form, an official transcript of grades 9 through 12, recommendations from a guidance counselor, and an official report of either SAT or ACT test results. All applicants for admission must take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the examination by the American College Testing Program (ACT). These tests should be completed no later than the Fall of the senior year. It is strongly recommended that candidates submit scores from three Achievement Tests of the College Entrance Examination Board. Rollins participates in the group of colleges and universities using the Common Application Form which can be submitted in place of the Rollins College application form.

Candidates should have pursued a demanding high school curriculum in preparation for college entrance. Enrollment in advanced, honors, or Advanced Placement courses is strongly encouraged. In general, successful candidates for admission will have completed the following courses in secondary school: four years of English, two years of history or social studies, two years

of a laboratory science, and three years of mathematics, including Algebra I, Geometry, and Algebra II. Two years or more of a foreign language are also strongly recommended.

Admission to the freshman class is competitive. Approximately 2,000 applications were received for the 400 places in the freshman class for the 1991-92 year. The Committee on Admission evaluates each candidate on a variety of academic and personal factors. Academic factors include high-school grades, rank-in-class, course selection, and standardized test results. Standardized test scores (SAT or ACT) are given less weight in the admission process than are the depth and quality of high-school preparation. Personal factors include recommendations, extracurricular activities or special talents, interviews (which are strongly recommended), and the essay submitted with the application form.

Candidates are notified of their admission status before the end of March. Rollins participates in the Candidates National Reply Date of May 1, and accepted freshmen who intend to enroll must submit a nonrefundable tuition deposit of \$500 by that date to hold their places in the class. Students who have received an application fee waiver from their secondary schools on the basis of financial hardship and/or who will receive significant need-based financial assistance from the College may submit a reduced tuition deposit. Late applications will be considered on a space-available basis.

Campus housing is available to all freshman candidates. Housing application materials are mailed after admission decisions have been completed.

Early Decision (Freshman Applicants Only)

High School seniors may submit their junior year record and junior results of the SAT or ACT with the request that the admission committee grant an Early Decision. Candidates for Early Decision should apply only if Rollins is their first choice. Early Decision candidates may apply to other colleges or universities but agree to withdraw these applications if their candidacy at Rollins is approved. Two rounds of Early Decision review are available. Early Decision applicants whose applications are received by November 15 will be notified of their status by December 15. Early Decision applicants whose applications are received after November 15 but before January 15 will be notified of their status by February 1. A nonrefundable tuition deposit of \$500 is due and payable upon notification of acceptance. Early Decision candidates not accepted under the Early Decision program will have their applications reconsidered for admission under the regular decision program.

Accelerated Management Program Admission

In cooperation with the Roy E. Crummer Graduate School of Business, Rollins offers a program leading to the A.B. and M.B.A. in five rather than six years. By special arrangement with the Crummer School, selected freshman applicants have the opportunity of guaranteed entrance to the Crummer School at the time of acceptance to the College. Applicants should submit all credentials by November 15 for Early Decision consideration and by February 15 for Regular Decision consideration. Credentials are reviewed by both the Committee on Admission in the College of Arts and Sciences and the Committee on Admission in the Crummer School. Admission is very selective; successful candidates usually have SAT scores in excess of 1250 and a superior high school record. An on-campus interview is recommended prior to March 1 of the year of application.

February Admission

Each year there are a limited number of spaces available for freshman or transfer candidates seeking admission for the spring term. Candidates interested in beginning their studies at Rollins mid-year should contact the Admissions Office during the fall term for further information. Completed applications for spring admission must be on file by November 15. Decisions for spring admission are made in December and candidates are notified of their admission status by January 1. A nonrefundable tuition deposit is required to hold a place in the spring class.

Early Admission

Unusually well-qualified applicants may be considered for entrance prior to secondary school graduation, usually for entrance following their junior year. An interview with a member of the Admissions staff is required.

Transfer Admission

Rollins encourages applications from qualified students transferring from accredited colleges or universities. Completed transfer applications should be on file in the Admissions Office by April 15 for the fall term and by November 15 for the spring term. Late applications will be considered on a space-available basis. The applicant must be in good academic standing and eligible to return to the institution from which the transfer is proposed.

A completed transfer application file includes: the admissions application form, an official high school transcript or G.E.D. certificate, SAT or ACT scores, official college transcripts from each school the student has attended, an application essay stating the reason the student wishes to transfer, and a letter of academic recommendation.

Candidates for transfer admission are evaluated primarily on the basis on their college-level study. Grades and course selection are given the most weight in the admission process. Most successful candidates will have achieved a 2.7 grade-point average from a four-year college or a 3.0 average from a two-year school. The admission committee evaluates other academic factors, including high school preparation and standardized test scores. Also considered are the student's personal factors, the essay, academic recommendations, extracurricular activities, and special talents.

Transfer admission candidates are notified of their decision before the end of December for February admission and by May 1 for the fall term. Late applicants are notified on a rolling basis after these dates. Accepted candidates are asked to submit a nonrefundable tuition deposit of \$500 to hold their place in the entering class. Rollins sets aside limited campus housing for transfer students, and these spaces are assigned by receipt of the tuition deposit on a first-come, first-served basis.

International Student Admission

All international students are required to submit official secondary school records. These documents should include all official grade reports and the official external examination report or evidence of successful completion of studies. If the school records are in a language other than English, the student must also submit certified translations of their records in addition to the original report. Candidates whose native language is not English are required to submit an official score report from the Test of English as a Foreign Language (TOEFL). A score of 550 or better on the TOEFL is required for admission. English proficiency is crucial for successful study at Rollins College. The College does not offer a formal program in English as a second language.

Accepted international students are required to advise Rollins College of their current immigration status. The I-20, Certificate of Eligibility for a student visa, is issued only after the student has submitted the nonrefundable tuition deposit and the Statement of Financial Responsibility with the appropriate documentation that sufficient financial resources are available to finance their college education for a minimum of one full year at Rollins.

Special Student Admission

Rollins College welcomes applications from candidates seeking admission as a transient, guest, or special student if they intend to take courses for credit and are not degree-seeking candidates.

The College does not encourage students who have already completed requirements for a baccalaureate degree. Special Students are limited to a maximum of two courses *per semester* and are eligible to take these courses on a space-available basis. Admission is *granted for one semester only* and students wishing to continue their study in this status must make a formal request for readmission for each consecutive term.

Candidates for special admission must submit a completed special student admission application form, official transcripts from all high school and college-level study, scores from all standardized tests (SAT or ACT) if the tests have been taken, an essay explaining their reasons for study in the special student category. Decisions to admit special students are based primarily on the student's personal situation, motivation, maturity, educational attainment, and personal goals.

Campus Visits

A visit to the campus is strongly recommended. Interviews are normally scheduled Monday through Friday between 9 a.m. and 4 p.m. and on Saturdays during the academic year from 9 a.m. to 12 noon. Candidates are encouraged to write or call the Admissions Office at 407/646-2161 for an appointment. Daily campus tours are conducted, and appointments with professors or class visits can be arranged.

For further information contact David G. Erdmann, Dean of Admissions and Student Financial Planning, 407/646-2161.

Tuition, Fees and Student Aid

The Rollins College comprehensive fee for the 1992-93 academic year is \$19,600 which includes tuition, room, board and fees. Tuition is \$14,550 and fees are \$424. Book costs are estimated at approximately \$500 per year. Personal expenses range from \$45 to \$100 per month. For the resident dining program, each student has an account which is charged through a *Validine* card. The *Validine card* is funded by board fees, and can be used only to charge food expenses; students will be charged only for the food selected. Under this system students have the option of low, moderate, or high use board plans. Students who plan to eat more than 75% of their meals in the dining hall should select the high-board plan option; those who plan to eat fewer of their meals on campus should choose either the moderate or low-board plan.

Schedule of Fees 1992-93 Academic Year

	Fall/ Winter (07/20/92)	Spring (12/20/92)	Total
Commuting Students			
Tuition	\$8,083.00	\$6,467.00	\$14,550.00
Fees	<u>236.00</u>	<u>188.00</u>	<u>424.00</u>
	<u>\$8,319.00</u>	<u>\$6,655.00</u>	<u>\$14,974.00</u>
Resident Students			
Tuition	\$8,083.00	\$6,467.00	\$14,550.00
Fees	236.00	188.00	424.00
Room (Double)	1,394.00	1,116.00	2,510.00
Board (Moderate)	<u>1,175.00</u>	<u>941.00</u>	<u>2,116.00</u>
	<u>\$10,888.00</u>	<u>\$8,712.00</u>	<u>\$19,600.00</u>

Tuition, Fees and Student Aid

Options

Single Room	\$1,855.00	\$1,485.00	\$3,340.00
Triple Room	1,200.00	960.00	2,160.00
Low Board	1,028.00	822.00	1,850.00
High Board	1,339.00	1,071.00	2,410.00

Other Fees

Application Processing Fee (non-refundable) 35.00
(Payable with submission of Application for admission)

Applied Music Fees Various
(Due upon registration of class)

Special Physical Education Courses Various
(Due upon registration of class)

Ten-Month Tuition Payment Plan - Non-Refundable Application Fee \$50

BILLING SCHEDULE

Statements for the Fall/Winter Term will be mailed in early June, and payment is due by July 20, 1992. Spring Term statement will be mailed in early November, and payment is due by December 20, 1992. There is a late payment charge of 5% on any balance outstanding after both July 20, 1992, and December 20, 1992.

Failure to meet the deadline for paying tuition and fees can lead to the loss of housing and preregistration. Students with special financial problems should consult with either the Student Financial Planning Office or the Bursar's Office prior to the due date of tuition and fees. While we obviously cannot guarantee solutions, we will make every effort to prevent a student's being turned away because of temporary financial hardship.

Students will not be able to begin a term without having paid all outstanding balances in full prior to the start of the term.

TEN-MONTH PAYMENT PLAN

With this plan, ten equal monthly payments are made to cover one year of comprehensive fees (tuition, fees, room and board). Participation is on an annual basis. Application must be made through the Bursar's Office, along with a \$50.00 non-refundable application fee.

TUITION DEPOSITS

Upon acceptance, new students and transfer students are notified to submit a \$500.00 tuition deposit which holds a place in the class for the following term and allows a student to sign up for on-campus housing.

In March, returning students are billed for a \$250.00 tuition deposit which also holds a place in the class for the following term and allows students to sign up for on-campus housing for the Fall/Winter term. The tuition deposit will be applied to the proceeding term charges, and is not refundable.

The deadline date for submitting tuition deposits for returning students is April 15. Failure to meet the deadline for paying tuition deposits can lead to the loss of housing and preregistration.

REFUNDS

Refunds *will not* be issued until the balance owed on the account is paid in full, even if that balance includes charges for an upcoming term. Refund checks are issued to the person responsible for payment of the account. Written authorization must be submitted to the Bursar's Office prior to the refund to be submitted to another individual, including the student.

Parents of returning students should send a written request to the Bursar's Office by May 25th if they wish credit balances on account to be refunded, otherwise any credit will apply to the upcoming charges.

Refunds are issued 4 to 6 weeks after written notification to the Bursar's Office.

REFUND POLICIES

Students are enrolled in Rollins College for the full academic session. However, their tuition is billed on a two term basis. The initial payment pertains to the first term (Fall/Winter). Winter is not a separate term. The next payment pertains to the second term (Spring). In the event a student withdraws or is separated from the College for any reason prior to the beginning of a term, a refund in full will be made for that term, excluding the tuition deposit which is not refundable. A withdrawal takes place upon the submission of a withdrawal form (signed by the student) to the Office of the Dean. The date of withdrawal is the date on which receipt is acknowledged by the College. If a student withdraws, or is separated from the College for any reason other than a medical disability, once the term has started, a refund of the comprehensive fee (tuition, fees, room, and board) is on the following basis:

	Effective Date of Withdrawal*	Refund
Tuition	Prior to the second week of class	80%
	Prior to the third week of class	60%
	Prior to the fourth week of class	40%
	Prior to the fifth week of class	20%

*The effective date of withdrawal is the date the student actually withdraws and not the date on which the student gives notice of intent to withdraw.

Tuition, Fees and Student Aid

Fees Non-refundable. Students and parents are reminded, however, that the health insurance policy remains in effect until the end of the term in which withdrawal occurs.

Room No refund.

Board 100% of unused board at date of withdrawal.

An appropriate adjustment will be made to take into account any previously credited amounts such as financial aid awards.

MEDICAL WITHDRAWALS

Notice of medical withdrawals should be made to the Dean of the College's Office. Student transcripts *will not* be provided until all outstanding balances are paid.

A student who is obliged to leave College during the academic year because of serious accident or major medical or serious illness necessitating two or more weeks of hospitalization, may be eligible for a refund. Withdrawal for such reasons must be recommended by the College physician. Upon notification from the Dean of the College's Office the following refund policy for the medical withdrawal will apply:

Tuition Prorated basis from the date of disability

Fees Non-refundable. Students and parents are reminded, however, that the health insurance policy remains in effect until the end of the term in which withdrawal occurs.

Room No refund.

Board 100% of unused board at date of withdrawal.

An appropriate adjustment will be made to take into account any previously credited amounts such as financial aid awards.

ON-CAMPUS HOUSING

Students who elect to live on campus are reminded that they are signing a contract for the *entire academic year*. Therefore, if a student chooses to transfer to off-campus housing during the academic year, they are still responsible for the housing cost for the full academic year.

BOARD PLANS

Rollins College offers an innovative resident dining plan where students are charged for the items selected. This amount is deducted from their meal plan account. All students living on campus must subscribe *each semester* to one of the meal plans, regardless of the balance carried forward from the previous term. Off-campus students have the option of funding their meal account directly, through the Bursar's Office. The different plans are listed under the schedule of tuition and fees.

The College deducts \$150 for the Fall/Winter and \$120 for the Spring term from the amount paid to cover fixed costs like utilities, maintenance, equipment, and trash removal. This amount is non-refundable. The remaining balance is funded in the meal plan account for food purchases. Any balance in the meal plan account at the end of Fall/Winter term is credited toward the meal plan account for the Spring term. At the end of Spring term, student accounts are credited with any monies remaining in the meal plan account.

Students may fund additional money to their accounts during a semester by paying the Bursar's Office directly.

COLLEGE BOOKSTORE CHARGES

Students are allowed to charge items to their student accounts at the College Bookstore. These charges are in addition to the comprehensive fees of tuition, fees, room and board. If you do not want charging privileges extended at the Bookstore, you must submit written notification to the Bursar's office. When charging at the Bookstore, students sign a charge slip authorizing the amount of the charge. Students are responsible for keeping receipts for verification of the monthly statement.

TELEPHONE SERVICE

The College provides local telephone service. If long-distance service is desired, the student may subscribe to the Rollins Long Distance Network for an authorization code. In addition, most major credit cards can be used through this service. Collect calls can *only* be made on campus pay telephones. Students are not permitted to accept collect calls in their rooms. If a student does accept a collect call, a \$50.00 fine for each call accepted is charged to their monthly telephone bill.

MONTHLY STATEMENTS

In addition to the principal billings, monthly statements will be mailed that include Bookstore charges, library fines, housing damages, and other miscellaneous charges incurred by the students. Monthly statements are due by the

published deadline date on each statement. Failure to pay timely will result in termination of Bookstore charging privileges and loss of preregistration.

DELINQUENT ACCOUNTS

The following College policies apply for delinquent student accounts, until payment is made in full:

- A hold is placed on transcripts and diplomas;
- Bookstore charging privileges are suspended; and
- Preregistration for an upcoming term is disallowed.

For further information:

*Bursar's Office
ROLLINS COLLEGE
1000 Holt Avenue
Winter Park, FL 32789
(407) 646-2252*

Student Financial Planning

The objective of the Office of Student Financial Planning is to assist students and their families in managing the cost of a Rollins education. Services of the office include:

Financial aid awards to qualified students in the form of loans, grants, scholarships, and on-campus employment.

Coordination of scholarships and other assistance programs to insure proper credit to the student's account.

Counseling in financial planning for both undergraduate and graduate education.

Student money management assistance.

Student loan debt management counseling.

Short term loans for emergencies.

AID PROGRAMS AVAILABLE

Grants and Scholarships

Pell Grant A federal program for needy undergraduate students who are enrolled in college at least half time. Eligibility is determined by a government

contractor, who will notify the student on a Student Aid Report. The Student Aid Report must be submitted to the College for payment.

Rollins Grant A Rollins program for students with demonstrated need. The Student Financial Planning Staff determines eligibility based on the Financial Aid Form and the student's academic record.

Supplemental Educational Opportunity Grant A federal program for undergraduate students with exceptional financial need. All eligible students will be ranked according to family contribution determined by the Financial Aid form. Awards will be made to those with the lowest family contribution.

Florida Student Assistance Grant This grant of up to \$1,300 per year is provided by the State of Florida and the federal government to needy students who are full-time and have been residents of the State of Florida for at least 12 months immediately prior to application. The Florida Office of Student Financial Assistance determines eligibility based on the Florida Financial Aid Form. The application deadline is April 15. Recipients must take and pass the Florida CLAST test before receiving the award for their junior and senior years.

Florida Tuition Voucher Fund This State program provides approximately \$1,000 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least 12 months. Financial need is not a requirement. The application must be submitted each year no later than October 1. Recipients must take and pass the Florida CLAST test before receiving the award for their junior and senior years.

Rollins Tuition Credit All commuting students at Rollins who have resided with their parents in the Central Florida area for 12 months prior to the student's initial enrollment in college receive this \$1,000 tuition credit. Students must contact Student Financial Planning to request this award prior to October 1 each year.

Presidential Honors Scholarship This award ranges from \$500 up to full tuition. It is made to entering freshmen without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 (B) average or better. Awards are made by the Admissions Committee based on the student's total record. To be considered, freshmen applicants must complete the Admissions application process prior to February 1.

Presidential Science Scholarship This \$5,000 award is offered to an entering freshman who plans to major in science. It is renewable providing the recipient maintains a 3.2 (B) average or better. Selection is made by the Admissions Committee based on the student's total record. To be considered, freshmen applicants must complete the Admissions application process prior to February 1.

Presidential Florida Scholarships This \$5000 award is offered to recipients of the Florida Undergraduate Scholars Fund who enroll at Rollins for the first time in

1991-92 or after. To be considered, a scholarship application must be submitted no later than February 1 each year. Freshmen applicants must also complete the Admissions application process prior to February 1.

A number of scholarships are part of the College's endowment, and the income is usually awarded on an annual basis to Rollins students. Recipients of these scholarships are generally selected by the Student Financial Planning Staff frequently in consultation with the chairs of the various academic departments as specified by donors in the scholarship agreements.

Some of those available are:

Harold Alfond Athletic Scholarship
ARE Scholarship
C. Ross Ault Scholarship
Grace Warlow Barr Scholarship
Carolyn H. Bassett Scholarship
Boulton Scholarship
Edward Brewer Scholarship
Carolyn Brosious Scholarship
Anna G. Burt Scholarship
Carlos Music Scholarship
John Carter Scholarship for Achievement in Music
Walter Charnbury Scholarship
Donald H. Cheney Scholarship
George Fulton Collins Scholarship
Bucky Copeland Memorial Scholarship Fund
George D. and Harriet W. Cornell Scholarship Fund
Phillip and Peggy Crosby Scholarship
Nina Dean Scholarship
J. Roy and Mabel R. Dickie Scholarship
Jessie Ball du Pont Scholarship
Willis Victor du Pont Memorial Scholarship
Eaton Music Scholarship
Eckerd Drugs Scholarship
Andrew J. Fish Scholarship
Fishback/Galey Scholarship
Ernestine Galloway Scholarship Fund
Madame Gero Scholarship
Mary Greiner Scholarship
Hamilton Holt Scholarship
C. L. Harper Scholarship
William Randolph Hearst Foundation

Louis C. Herring Science Scholarship
Robert Hufstader Scholarship
Arthur Knowles Hutchins Scholarship
Warren Ingram Scholarship
Adrienne Israel Memorial Scholarship
Jewett Scholarship
Thomas Johnson Scholarship
Junior Service League Scholarship
Kirk Memorial Scholarship
Arthur Landstreet Scholarship
Linda S. Laughren Scholarship
Claire MacDowell Scholarship
Blanch Mallet Scholarship
McCollough Scholarship Fund
Jack McDowall Endowed Scholarship Award
McDowall Scholarship Fund
Robert E. McNeill, Jr. Scholarship Fund
Mendell Literary Scholarship
Edward S. Meyer Scholarship
Henry Mobray Scholarship
Bill Muncey Memorial Scholarship
Charles A. and Jesse W. Noone Scholarship
Nichols Music Scholarship
S. Truman Olin Scholarship in Economics
Constance Ortmayer Scholarship
Nancy Parker Memorial Scholarship
George and Jessie Pearsall Scholarship Fund
Cliff Peebles Memorial Scholarship
Dr. Phillips Foundation Scholarship
Albert Pick, Jr. Scholarship
Larry and Mae Plante Scholarship
Priscilla Parker Scholarship
Virginia Quantrell Scholarship
Rathbone Scholarship
Eva Rinehart Rayburn Scholarship
John Reardon Scholarship
General Charles McCormick Reeve Scholarship
Rollins College (Rex Beach) Scholarship
John Ross Rosazza Scholarship
Georges St. Laurent Scholarship
Schwindt-Zufall Scholarship
Howard Showalter, Jr. Scholarship
Rose Skillman Scholarship

Tuition, Fees and Student Aid

L. C. Smith Memorial

Alice H. Southworth Scholarship Fund

Marguerite Stratford Scholarship

Elizabeth Strubing Memorial Scholarship

Taintor Scholarship

Betsy Anne Teall Memorial Scholarship Fund

Trowbridge Scholarship

Ward-Hart-Hurrey Scholarship for Latin-Americans

Webb Memorial Scholarship Fund

G. T. Wiley Academic Achievement Scholarship

Mary Williams Scholarship

Myra Gray Williams Scholarship

In addition, the College is the grateful recipient of annual, expendable scholarship awards on a regular basis from such donors as:

The Altrusa Club of Winter Park (Eleanor J. Mathews Art Scholarship)

W. Paul Bateman Foundation

First Congregational Church of Winter Park

Florida Executive Women (F.E.W.)

C. A. Frueauff Foundation

Good Gulfstream Foundation (Roy E. Dye Scholarships)

Stella and Charles Guttman Foundation

Kimball Foundation

Ellen Harcourt Foundation

James Leahy

Nicholas B. Ottaway Foundation

Albin Polasek Foundation

William G. Selby and Marie Selby Foundation

Algernon Sydney Sullivan Foundation

University Club of Orlando

University Club of Winter Park

Lettie Pate Whitehead Foundation

Loans

Carl Perkins Loan This loan is provided by the federal government and allows needy students to borrow funds, repaying after graduation at a low interest rate. The Student Financial Planning Staff determine eligibility from the Financial Aid Form. The amount of the loan depends upon the student's need as well as the availability of funds.

Rollins Loan This is a low interest loan provided by Rollins to needy students. The Student Financial Planning Staff determine eligibility based on the Financial Aid form.

Stafford Student Loan Funds for this loan are provided by the student's bank or credit union, and the loan is guaranteed by either the state or a private agency. Repayment begins after graduation at a low rate of interest. Eligibility is based on the student's need and is determined from the Financial Aid Form.

Parent Loans to Undergraduate Students Parents may borrow up to \$4,000 per year from a participating bank or credit union. Repayment begins immediately.

Supplemental Loans to Students Self-supporting students may borrow up to \$4,000 per year from a participating bank or credit union. Repayment begins immediately.

Employment

College Work-Study This federal program provides on-campus employment to students with financial need. The Student Financial Planning Staff determine eligibility from the Financial Aid Form.

Rollins Employment This program is identical to the College Work Study program except that all funds are provided by Rollins College. The Student Financial Planning Staff determine eligibility from the Financial Aid Form.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

To receive aid at Rollins College, a student must maintain satisfactory academic progress according to the following criteria:

Grade Point Average:

A minimum grade point average of 2.0 is required for both initial and renewal awards (entering freshmen should normally have a high school grade point average of 2.0) Some programs require a higher GPA:

Florida Undergraduate Scholars Fund	3.2
Selby Scholarship	3.0
Presidential Scholarships	3.2

Grade point averages are checked each term.

Completion Rate:

Aid recipients should successfully complete a minimum of 8 course units (at least 36 quarter hours) each academic year. At this rate, obtaining a degree will take 4 and 1/2 years. However, Rollins' sources will provide aid for only 4 years; therefore the completion schedule should be used as a *minimum* guideline, not a registration plan. Students who officially change their majors after the junior year may receive extensions of time by submitting proposed plans of registration to the Student Financial Planning Office. Transfer credits will be applied to this schedule in determining a student's eligibility for aid. A student

making satisfactory academic progress will have completed the following course units at the end of each year:

First Year	8 course units	Third Year	24 course units
Second Year	16 course units	Fourth Year	32 course units

To graduate, a student must complete at least 35 courses of academic work equaling at least 35 course units. An "I" or "R" grade in a course will be considered a successful completion only after the grade is officially changed. A grade of "F" is NOT considered to be a successful completion.

First time aid recipients will be expected to be meeting these standards before any aid will be awarded. Students receiving aid who fail to maintain these standards the first time will be placed on Aid Warning/Subject to Review. Students on Aid Warning because of a GPA less than 2.0 will have one semester in which to bring up their averages.

Students on Aid Warning because of their completion rates will have one academic year in which to make up the lost credits.

Students who do not bring themselves up to the minimum standards by the end of their warning period will lose eligibility for aid. Students who fall below the minimum standards for the second time may lose all future eligibility for aid at Rollins.

The Financial Aid Review Committee may approve individual appeals due to mitigating circumstances. A student who is denied aid because of failure to maintain satisfactory progress may become eligible by:

- 1) Bringing his/her cumulative GPA and completion rate up to standard; or
- 2) If it is not feasible that Item 1 can be accomplished in one term, the student may submit a plan of action to the Financial Aid Review Committee for approval. The student must demonstrate substantial improvement in progress for the first term without aid, and must have a reasonable plan to bring progress up to standard once aid is reinstated.

A student who is dismissed from the College, then readmitted, will be allowed to receive aid after having demonstrated progress by completing 4 course units with a 2.0 average or better. This course work may be done at Rollins or at another accredited college.

RIGHTS AND RESPONSIBILITIES OF THE STUDENT AID RECIPIENT

Student Aid applicants have the right to:

Confidentiality.

Appeal. Appeals should be submitted in writing to the Financial Aid Review Committee.

Information. Information on the terms and conditions of all aid programs is provided to the student prior to accepting the award.

Student Aid applicants are responsible for:

Submitting accurate applications and forms before the appropriate deadlines.

Following the instructions provided for renewal of aid or for the solution of problems that may arise during the school year.

Accepting the offer of Student Aid before the specified return date.

Notifying the Student Financial Planning Office if a change in the family financial situation occurs, or if the student receives assistance from an outside source.

Reading all provided information about regulations and requirements.

Requesting special assistance when it is needed.

Maintaining satisfactory academic progress according to the policies of Rollins College.

Meeting all information requirements of the Federal Aid Verification requests.

For further information please contact Linda Downing, Director of Student Financial Planning, 407/646-2395.

Curriculum and Academic Policies

To be eligible for the Bachelor of Arts degree, a student must complete the following general requirements, in addition to courses outlined in the major and, if applicable, the minor field.

RESIDENCE REQUIREMENTS

Once admitted to full-time degree status at Rollins, a student must complete at least sixteen standard courses in the College of Arts and Sciences (including "X" courses, but excluding Holt, Brevard, and study abroad. Moreover, the student must be enrolled on a full-time basis in courses in the College of Arts and Sciences (including "X" courses, but excluding Holt and Brevard) during the last two consecutive semesters (excluding winter and summer terms). Students seeking exceptions must petition the Academic Appeals Committee. Petitions must be supported by the student's major department.

GRADE REQUIREMENT

A student must earn a minimum academic average of 2.00 (C) for all courses taken at Rollins and achieve a minimum academic average of 2.00 for all courses taken in the major field.

CREDIT REQUIREMENT

A student must complete at least 35 courses of academic work equaling at least 35 course units, including at least three Winter Term courses. The number of Winter Term courses required of transfer students will be proportionate to the amount of transfer credit accepted.

PHYSICAL EDUCATION REQUIREMENT

A student who enters as a freshman must complete four terms of physical education (fall and spring) unless excused for medical reasons. This includes one term of Basic Physical Education and three terms of elective lifetime recreational activities, all completed with satisfactory grades. The requirement for a transfer student is determined by class standing. This requirement should be satisfied by the end of the Fall Term of the junior year.

GENERAL EDUCATION REQUIREMENTS

A student must complete the General Education Requirements listed below. These requirements are divided into three main areas: Skills, Cognitive, and Affective Requirements. Courses which meet each of these requirements are appropriately designated in the Rollins College Schedule of Classes, published each term by the Registrar.

There is no limit to the number of Skills Requirement courses that can be taken in the major. One additional General Education Requirement can be taken in the major from either the Cognitive Area or the Affective Area. A student may satisfy two of these requirements within an Area Studies major contract, but not within a single department.

I. Skills Requirement

The purpose of the skills requirement is to provide students with the opportunity to acquire the skills necessary for success in personal and professional endeavors. This requirement is fulfilled by three to six courses and should be completed by the end of the second year.

Writing (W):

The objective of this requirement is to improve the student's ability to write effectively. Courses meeting this requirement include instruction in basic composition. The English composition requirement (W) may be fulfilled by a score of 600 or more on the College Entrance Examination Board (CEEB) Achievement Test in English Composition or by successful completion of *E 101*.

Writing Reinforcement (R):

The objective of this requirement is to improve the student's writing skills in a particular discipline, to discover writing as a mode of learning, and to reinforce writing skills learned in *E 101*. The Writing (W) Requirement is a prerequisite.

Foreign Language (F):

The objective of this requirement is to acquaint the student with the skills necessary for communicating in a second language. The requirement may be fulfilled by a score of 500 or better on the Foreign Language Achievement

Test of the CEEB or by the successful completion of four years of one language in high school (grades 9-12). A student who has completed two years of one language in high school must enroll in a *102* course; a student who has completed three years must enroll in a *201* course. In no case will a student receive credit for a *101* class in foreign language if he/she studied that language for two years or more, and in no case will a student receive credit for a *102* course if he/she studied that language for three years or more.

Decision Making and Valuation (V):

The objective of this requirement is to improve the student's ability to make reasoned value judgments both within and among the moral, aesthetic, intellectual, monetary and pragmatic spheres.

Mathematical Methods (M):

The objective of this requirement is to improve the student's ability to use those methods of mathematics or formal logic that can be applied to formulating and solving problems in many disciplines.

II. Cognitive Requirement

The purpose of this requirement is to enable students to acquire a comprehension of specific areas of knowledge essential to a liberal education and to become familiar with the methods of inquiry in each of these areas.

At least one course must be taken under each of the following areas:

Development of Western Society and Culture (D):

The objective of this requirement is to provide the student with an understanding of the historical development of Western societies, their institutions and ideas.

Knowledge of Other Cultures (C):

The objective of this requirement is to provide the student with an awareness of a culture or cultures other than those cultures of Western Europe and the United States. Courses meeting this requirement will primarily focus on such elements as the arts, economics, ideology, politics, religion and social institutions.

Knowledge of Contemporary American Society (S):

The objective of this requirement is to provide the student with an understanding of contemporary American political, social, and economic systems and institutions.

The Natural World (O, P, and N):

The objective of this requirement is to provide the student with a knowledge of the natural world and to improve understanding of the methods of inquiry which are common to the natural sciences. Two courses are required: one must include a laboratory section (N). One of the courses must be taken in the life or organic sciences (O), the other in the physical sciences (P).

III. Affective Requirement

The purpose of this requirement is to enable students to find meaning in emotions, imagination, and personal relationships. The study of expressive arts and literature helps students to realize such objectives.

Expressive Arts (A):

The objective of this requirement is to provide the student with an awareness of the means and methods by which expressive art forms imaginatively reflect the conditions and experiences of human life and human nature.

Literature (L):

The objective of this requirement is to provide the student with an awareness of the means and methods by which literature imaginatively reflects the conditions and experiences of human life and human nature.

MAJOR REQUIREMENTS

A student must satisfactorily fulfill the requirements of the major department, or the plan of study of an Area Major, outlined in the catalogue in effect when the student matriculates at Rollins. The number of courses required by departments for the major may vary between 12 and 16. Course substitutions within the major must be approved by the Department Head. In addition, the student must earn a minimum grade point average of 2.0 in the major.

A student who withdraws from Rollins and who returns after two or more years may be required to follow any curricular policies in effect at the time of return.

MINOR REQUIREMENTS

A student who elects to declare a minor must satisfactorily fulfill the requirements of the minor department. The number of courses required for the minor may vary between 6 and 8. A student may declare more than one minor.

RESPONSIBILITY FOR REQUIREMENTS

Every student is responsible for knowing and meeting all degree requirements listed in the College catalogue, as well as all academic regulations. It is ultimately the student's responsibility to ensure that all necessary requirements have been met. A Progress Audit is sent to each student after the Fall and

Spring Terms to assist in keeping the student informed about progress made toward the degree. Questions concerning the requirements should be addressed to the academic adviser or the Registrar.

COMMENCEMENT

Graduating seniors participate in the annual May Commencement. Only those students who have completed all graduation requirements are permitted to participate in Commencement exercise. Exceptions to this policy may be extended by petition to the Academic Appeals Committee only as a consequence of extenuating circumstances beyond the student's ability to predict or control. Students permitted to participate in Commencement with degree requirements incomplete will receive a "blank" diploma.

Concentrations and Careers

MAJORS AND MINORS

Majors are offered in the traditional areas of the arts and sciences. Individual programs of an interdisciplinary nature may be designed. Minors, consisting of 6 to 8 courses, are optional. The following fields of study are available:

Majors

Anthropology

Art

Biology

Pre-Business (3-2 Program)

Chemistry

Classical Studies

Computer Science

Economics

Elementary Education

Pre-Engineering (3-2 Program)

English

Pre-Environmental Management (3-2 Program)

Environmental Studies

French

German

History

International Relations

Latin American and Caribbean Affairs

Mathematics

Music

Philosophy

Physics
Politics
Psychology
Religious Studies
Sociology
Spanish
Theater

Minors

Although a minor is not required for graduation, a student may complete a minor consisting of 6 to 8 courses in a specified area other than the major. A student may select minors from the above list of majors, with the exception of the 3-2 programs, or they may minor in:

African/African-American Studies
Australian Studies
Business Administration
Communication
Dance
Irish Studies
Russian
Secondary School Training
Teacher Certification
Women's Studies

Area Studies Majors

A student may propose a course of study in an Area Studies Major, which is an interdisciplinary concentration of courses involving at least three departments. An Area Studies Major is normally planned and declared prior to the junior year. The following Area Studies are offered as formal programs:

International Relations
Latin American and Caribbean Affairs

For further information contact Elizabeth Hobbs Lannen, Registrar, 407/646-2144.

PRE-PROFESSIONAL ADVISING

A substantial number of Rollins graduates go on to professional schools for advanced degrees. Faculty advisory committees work with students planning professional training in the health sciences, law and to design courses of study combining a major field, a diverse liberal arts background, and an appropriate preparation for advanced study.

The Health Sciences Advising Program, coordinated by Stephen Klemann, offers an interdisciplinary preparatory program for the student who plans to

enter a health-related professional school. The program is comprised of pre-professional courses in the context of a liberal arts education.

In this program a student can satisfy the entrance requirements of professional schools in the health field and can major in a discipline of particular interest—e.g., English, history, philosophy, biology, chemistry. Medical and dental schools prefer that students major in specific academic disciplines, but the choice of the major area is entirely up to the individual.

Health-related professional schools in the United States and Canada specify similar basic entrance requirements. Many also recommend, sometimes quite strongly, other undergraduate courses which should be completed.

Students interested in the allied health professions should note that Rollins has established a cooperative agreement with the Medical Technology Program at Duke University Medical Center and the Nursing Program at Emory University. Graduates from Rollins will receive priority consideration for admission to Duke's fourteen-month program in medical technology, and to Emory's two-year program in nursing.

Careers in business have been a popular option for Rollins graduates. The *Pre-Management Advisory Committee* coordinated by Joseph Siry, aids students who wish to attend graduate schools of business or management. A student works with the academic adviser and the Committee to choose an appropriate major field and elective courses that will meet entrance requirements. A student may also select a minor in Business Studies.

The College also offers a 3-2 program with its Crummer Graduate School of Business. The program allows a student with outstanding qualifications to earn the Bachelor of Arts degree in four years and a Master of Business Administration at the end of the fifth year.

The American Bar Association and most law school deans agree that the best preparation for law school and for being a lawyer is a varied, academically-rigorous liberal arts program. The student seeking a career in law has the opportunity to consult frequently with the academic adviser, Joseph Siry and with members of the *Pre-Law Advisory Committee*. The faculty members who comprise that Committee monitor and evaluate the student's responsibility to satisfy requirements for admission to law school.

The Committee also informs students about test and admissions requirements for schools of law and assists students in preparing for those examinations and admissions criteria. Meetings and programs are provided in which faculty members and interested students can exchange pertinent information regarding law school admission and the practice of law. Included in some of these informal meetings are members of various law school admissions committees and registrars as well as practicing lawyers, judges, and law professors.

ACCELERATED MANAGEMENT PROGRAM

The College also offers a 3-2 program with its Crummer Graduate School of Business. The 3-2 program is an honors program for students with outstanding academic qualifications (3.2 cumulative grade point average and combined SAT scores of 1200). The program allows students to earn the Bachelor of Arts degree in four years and the Master of Business Administration at the end of the fifth year. Acceptance in the program is contingent on:

- 1) completing all undergraduate degree requirements that cannot be satisfied by credits earned in the first year at the Crummer School;
- 2) maintaining a 3.2 undergraduate grade point average;
- 3) taking the Graduate Management Admissions Test during the fall of the junior year and receiving a score of at least 600.

The program adviser is Marvin Newman.

Combined/Cooperative Programs

PRE-ENGINEERING [COMBINED PROGRAM]

Rollins College cooperates with Auburn University, Case Western Reserve University, Columbia University, Georgia Institute of Technology, and Washington University in St. Louis in combined programs designed for students who wish to become professional engineers. The student attends Rollins for three years in a program of liberal arts and science before transferring to the engineering school. The student will receive a Bachelor of Arts degree from Rollins and a Bachelor of Science degree from the engineering school.

Fields of study include chemical, civil, electrical, mechanical, metallurgical and nuclear engineering. Other possible fields are industrial engineering, technology and human affairs, and systems science and mathematics. Additional sequences are possible which lead to graduate work in aerospace engineering, biomedical engineering, applied geophysics and environmental science.

The basic freshman and sophomore requirements at Rollins for all of these programs include:

1. *M 111-112* and *M 211-212* Mathematics through Differential Equations
2. *C 120, 121* College Chemistry
3. *P 201, 202, 203* College and Modern Physics utilizing Calculus
4. *CS 167* (full term), Introduction to Computing
5. Courses in English, Humanities, and Social Sciences

During the sophomore year, the student should plan with the program coordinator, Donald Griffin, a sequence of advanced courses which will satisfy the areas of concentration requirement at Rollins. For details see—*Rollins College Cooperative Program in Engineering—A Guide for Students and Advisers*.

PRE-ENVIRONMENTAL MANAGEMENT/ PRE-FORESTRY

This cooperative program offers an excellent opportunity for combining liberal arts with a graduate degree in environmental management or forestry from the Duke University School of Forestry and Environmental Studies. Duke's graduate program in these areas is renowned as one of the best in the country. In the cooperative program, the student spends three years at Rollins followed by four semesters at Duke, and receives the Rollins B.A. degree together with the Master of Environmental Management or the Master of Forestry from Duke. The M.E.M. degree offers majors in either Resource Ecology, Water and Air Resources, or Resource Economics and Policy, while the M.F. degree represents a major in Forest Resource Management. Concurrent graduate degrees in Business Administration, Engineering, Law, or Public Policy Sciences are also available with two additional semesters at Duke.

Students interested in information on additional graduate opportunities in these areas should consult the Rollins program coordinator, David Richard.

Academic Policies

THE ACADEMIC CALENDAR

The academic calendar consists of a 14-week Fall Term, a 4-week Winter Term, and a 14-week Spring Term. The Winter Term is designed to allow independent study, discussion and seminars on topics not generally explored in depth in the longer terms, and off-campus studies, which usually involve foreign travel and require supplemental funds. There are also off-campus independent studies proposed by the student with the approval of the adviser, an off-campus sponsor, and the Curriculum Committee.

THE CREDIT SYSTEM AND COURSE SCHEDULING FORMAT

Academic credit at Rollins is awarded in terms of "course units," a standard course to be defined as 9 to 12 hours per week of student academic time during the Fall and Spring Terms (including class meetings and all required activities related to the course). Winter Term courses are defined differently.

The standard course meets 3 times per week for 50 minutes (normally, Monday-Wednesday-Friday) or 2 times per week for 75 minutes (normally, Tuesday-Thursday), and some courses meet four or five days a week. All students are required to take 3 Winter Term courses and have the option of taking a fourth. The number of Winter Term courses required of transfer students will be proportionate to the amount of transfer credit accepted.

COURSE LOAD

A full academic load is defined as 4 courses and 4 course units plus Physical Education during each of the Fall and Spring Terms, and 1 course during the Winter Term. One course unit is equal to five quarter hours. A student registered for five courses must have approval from the adviser; approval from the Dean of the College is required for a student to enroll in 6 or more courses. A student must be enrolled in at least 3 courses to be considered a full-time student. During Winter Term a student may not register for more than 1 course or independent study, and should devote a minimum of 40 hours per week to that course.

CLASSIFICATION OF STUDENTS

Class standing is determined by the number of courses completed:

Sophomore standing	9 course units
Junior standing	18 course units
Senior standing	26 course units

ADVANCED STANDING CREDIT

A student may receive advanced standing by several means. This includes but is not limited to Advanced Placement Exam credit, credit for International Baccalaureate graduates, and credit for British "A" level exams. Credit granted for any of these or by similar means does not exempt a student from the general education requirements of the College.

A student who receives a score of four or five on an Advanced Placement Exam will receive one course unit (equivalent to 5 quarter hours) of credit. Credit for the International Baccalaureate is granted for students with an I.B. diploma, who score 5 or better on their Higher Exams. One course credit is allotted for each score of 5 or better. Additional information on Advanced Standing Credit can be obtained from the College Registrar.

TRANSFER CREDIT

A transfer student must meet all General Education and major requirements to receive a Rollins degree. All general education requirements, with the exception of R and V, may be fulfilled with transfer credit. In the evaluation of transfer credit, 3 1/3 semester hours or 5 quarter hours are equated to one Rollins course. No more than the equivalent of 18 courses and 18 course units of transfer credit will be accepted from a two-year institution. Transfer credit is awarded only for course work taken at regionally-accredited institutions. No transfer credit is given for courses completed with a grade below C-, or for work which is not typically offered in a liberal arts college, or for courses taken by correspondence. No more than 6 course units will be allowed for extension courses. Transfer students may need additional time to fulfill major requirements after enrolling at Rollins.

SUMMER COURSE WORK

Students are normally permitted to take courses at other institutions during the summer, provided that the residency requirements are met. Students are responsible for securing approval from the Registrar regarding both the institution and specific courses prior to leaving campus. In addition, a student who takes courses at another institution is responsible for making sure that institution sends an official transcript to Rollins when the courses are completed.

At Rollins, summer independent studies are processed through the Hamilton Holt School. Forms may be picked up from the Dean of the Faculty office, but courses must be registered and paid for through the Holt School.

REPEATED COURSES

Students who want to repeat a course may do so regardless of the grade earned. However, credit (courses and course units) will only be awarded once. Both grades figure in the G.P.A. and both courses and grades are part of the official academic transcript.

DECLARING A MAJOR

Selecting a major does not imply a career choice. Concentration in a major field of study is designed to give the student command of the content and methods of one discipline or field, acquaintance with recognized authorities in the field, and general competence in dealing with courses of research or analysis. In order to give a student the opportunity to explore several areas of interest, a declaration of major is not required until the second term of the sophomore year.

CHANGING ADVISERS

By the end of the sophomore year the student must declare a major. At that time the student should also select an adviser from the major department. A Change of Adviser form must be filed with the Registrar's Office so that the current adviser can be notified to forward the student's file to the new adviser.

REGISTRATION

During each Fall and Spring Term a period is set aside for students to consult with academic advisers and prepare registration materials. Detailed information concerning registration procedures is published in the Schedule of Classes each term. Students are responsible for submitting completed registration forms to the Registrar's Office by the published deadline.

DROPPING OR ADDING A COURSE

All changes in registration require the signature of the adviser, and must be made during the first week to add a course or the first two weeks to drop a course. After the second week of class, the instructor's signature is also required. Verbal notification from the instructor or failure to attend class DOES

NOT constitute withdrawal. A student who abandons a course without filing the proper withdrawal form will automatically receive a failing grade of XF. A course dropped after the first two weeks of classes, but before Friday of the week following mid-term, is recorded on the student's permanent record as a W. It is the responsibility of the student to consult with the instructor regarding class standing prior to the final date for withdrawal from courses. It is the responsibility of the instructor to provide the student with a graded report concerning standing in class before the final date for withdrawal from courses. A student may not withdraw from a course after the deadline except by approval of the Committee on Standards. A student who withdraws from a course after the deadline will receive a grade of XF.

AUDITING

A student may audit a course with the permission of the instructor and the Registrar; however, an audited course will not be listed on the transcript.

CREDIT/NO-CREDIT

A student who wishes to take a course on a credit basis rather than for a grade must complete the appropriate form, available in the Registrar's Office, no later than two weeks after the beginning of the Fall or Spring Term, and one week after the beginning of the Winter Term. Courses in the major field, and courses used to fulfill general education requirements may not be taken on a credit basis. No more than one course per term may be credit/no-credit, and a maximum of four such courses may count for graduation. A Winter Term course taken on a credit basis is not counted toward the four credit courses which may be taken in the Fall or Spring Terms; however, it must be an elective or an internship. A student may not subsequently receive a grade for a course taken on a credit basis. A student who earns a C- or better in a course taken for credit receives a mark of CR and the appropriate number of course units. A student earning less than a C- receives a mark of NC. In either case the grade point average is not affected.

MID-TERM GRADE REPORTS

All freshmen receive mid-term grade reports which monitor work in every course. A grade of satisfactory denotes C- or better work. Unsatisfactory means the student has a grade of D+ or lower in that course at mid-term. A student should follow up an unsatisfactory report by arranging conferences with the instructor and faculty adviser. A satisfactory grade report at mid-term does not guarantee a passing grade at the end of the term if the quality of work is not maintained. Mid-term reports for upperclassmen are not required from the faculty but may be sent at their prerogative.

FIRST DAY ATTENDANCE POLICY

Students are required to attend all classes beginning with the first scheduled class meeting. Students who do not attend may be removed from the class at the discretion of the instructor; however, students are still responsible for submitting an official drop for all classes not attended. Students unable to attend due to circumstances beyond their control must notify the Dean of the College or the instructor prior to the first day of classes.

CLASS ATTENDANCE

A student at Rollins is expected to attend all scheduled classes. Each instructor publishes a course absence policy related to the goals and format of the course. At the instructor's discretion, a student's grade may be lowered as a penalty for excessive absences. Each student is responsible for class absences. It is the student's responsibility to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed. A student who must be absent from the campus for an extended period of time or during an emergency should inform the Dean of the College. Official recognition of excused absences, such as those necessitated by attendance at certain college-sponsored events, may be obtained from the Office of the Dean of the College. However, arranging make-up work is always the student's responsibility, and in this respect there is no difference between excused and unexcused absences. Some assignments, by their very nature, cannot be made up in another setting at another time.

GRADES

The grade report is based on the following definitions: Grade A is reserved for work that is exceptional in quality, for work showing keen insight, understanding and initiative. Grade B is given for work that is consistently superior, for work showing interest, effort or originality. Grade C is a respectable grade. A C average (2.00) is required for graduation. It reflects consistent daily preparation and completion in a satisfactory manner of all work required in the course. Grade D- is the lowest passing grade. Grade D is below the average necessary for meeting graduation requirements and ordinarily is not accepted for transfer by other institutions. Grade F is failing. Students' cumulative grade point averages are based on a four-point scale. Letter grades are assigned the following approximate numerical equivalents.

Grade A	4.00	Grade C-	1.67
Grade A-	3.67	Grade D+	1.33
Grade B+	3.33	Grade D	1.00
Grade B	3.00	Grade D-	.67
Grade B-	2.67	Grade F	0
Grade C+	2.33	Grade XF	0
Grade C	2.00		

GRADE APPEALS

A student who wishes to appeal a grade should first consult with the instructor involved. If the student is dissatisfied with the results of that consultation, she/he should meet with the chair of the department. Further appeals beyond the chair should be addressed to the Committee on Standards. All appeals must be made within one year of the end of the course.

INCOMPLETE WORK

A mark of I, indicating that the work of a course is Incomplete, may be assigned only when circumstances beyond the control of the student—such as illness or necessary absence from the campus—have made it impossible for the student to complete the work of the course within the normal period. The student is responsible for completing the Contract For An Incomplete Grade form available in the Registrar's Office. A student contracting for a mark of I in the Fall Term or in the Winter Term must complete the work of the course no later than the end of the second week of the succeeding Spring Term. A student contracting for an I in the Spring Term must complete the work no later than the end of the second week of the succeeding Fall Term. Failure to complete the course in the designated time will result in the assignment of a grade of F.

ACADEMIC HONESTY

As an academic community, Rollins College holds ethical conduct to be inseparable from wisdom. The students and faculty of Rollins affirm the inherent value and social utility of truthfulness and respect for the rights of other individuals as well as the rights of the community. The students and faculty affirm the value of academic honesty and accept the responsibility to present only work which is genuinely theirs. Rollins students and faculty shall neither commit nor tolerate cheating, plagiarism, or any other form of academic dishonesty.

Academic dishonesty is defined as representing another's work as one's own, active complicity in such falsification, or violation of test conditions. The instructor's responsibility toward the prevention of academic dishonesty is to explain to students what constitutes academic dishonesty within the particular requirements of the course. Special attention should be given to the problem of plagiarism. The instructor is further responsible for ensuring that examinations are administered in a fashion that will discourage cheating or other forms of academic dishonesty.

In all cases of suspected academic dishonesty the College follows the procedures outlined below in order to ensure due process:

1. The instructor deals with academic dishonesty by informing the student of the infraction as expeditiously as possible and by taking whatever academic punitive action the instructor may deem appropriate. The instructor informs the Dean of the College of the infraction by letter, a copy of

which is sent to the student. The Dean of the College informs the student of the right to appeal to the Dean of the College. An appeal should be made within one week of notification by the instructor.

2. If the student appeals the instructor's action, the Dean of the College takes testimony from the instructor, the student, and all appropriate witnesses, including those requested by the student.

The Dean of the College's ruling is final with respect to guilt or innocence. The Dean of the College does not have the power to assign a grade for either the work in question or for the course. In the event of a verdict of guilty, the instructor determines the penalty within the course. The Dean of the College determines whether any additional academic punitive action is appropriate. In the event of a verdict of innocent, the instructor re-evaluates the work in question and does not penalize the work because of the alleged violation.

3. Any student who commits two infractions involving academic dishonesty is subject to suspension or dismissal from the College.

ACADEMIC PROBATION AND DISMISSAL

Because a cumulative average of 2.0 (C) is a requirement for graduation, academic probation is intended to give the student opportunity and encouragement to maintain good academic standing and reasonable progress toward a degree. With this in mind and in order to uphold the academic standards of the College, policies of academic probation and dismissal have been established, as shown below. (The Winter Term is NOT considered a separate term in applying these standards.)

Academic Probation

A student who falls within any of the following categories will be placed on academic probation:

1. First-term freshmen and first-term transfer students whose term average falls below 1.67.
2. Students whose term average has dropped below 2.0 for two consecutive semesters.
3. Second, third and fourth-year students whose cumulative average falls below 2.0.
4. Students who fail two or more courses in one term. Transcripts of students who have been placed on Academic Probation will bear the notation Academic Probation until the student has been removed from Academic Probation.

Removal from Academic Probation

At the end of each Fall and Spring Term each student's academic record will be reviewed. Probation will be removed when the student no longer falls within the probation categories listed above.

Academic Dismissal

A student falling within any one of the following categories will be dismissed from the College:

1. Students whose cumulative average is less than 1.67 at the end of their first year, less than 1.83 at the end of their second year, less than 2.0 at the end of their third year (except for transfer students in their first term of residence).
2. Students who fail two or more courses in any one term (except first-term freshmen, transfer students in their first term of residence, and students whose cumulative average remains above 2.0).
3. Students who fail one course in any term while making less than a 1.67 average in other courses (except first-term freshmen, transfer students in their first term of residence, and students whose cumulative average remains above 2.0).
4. Students who fail to be removed from probationary status after a single term on academic probation.

The term Academic Dismissal indicates to other college administrators that a student has been involuntarily separated from the College for failure to meet the minimum academic standards. Transcripts of students who have been so dismissed will bear the notation Academic Dismissal. Any undergraduate student who is academically dismissed from the College is academically dismissed from all programs offered by Rollins College.

WITHDRAWAL

A student may voluntarily withdraw from Rollins by filing a withdrawal form in the Office of the Dean of the College. After the second week of classes, the withdrawal will be recorded on the student's transcript. Students who withdraw from the College after the Friday following mid-term will be assigned grades of XF for all of their courses. After the Friday following mid-term a student may not withdraw from courses without receiving failing grades, except for illness or other compelling reasons to be defined by the Committee on Standards.

LEAVE OF ABSENCE

Because credit for only three Winter Term courses is required, students often take one leave of absence during Winter Term. Students electing to take leave during the Winter Term should indicate their intention on the Winter Term registration form which is submitted to the adviser. Students are not entitled to a refund of tuition or fees. A leave of absence also will be granted to students wishing to pursue an approved off-campus program of study. Students who wish to take a leave of absence during the Fall or Spring Term

need to complete the appropriate form in the Dean of the College Office. Students taking a leave of absence may not remain on campus during that term.

1. A leave of absence may be granted for a program of work, study, or travel which will demonstrably contribute to the student's personal development or program of study at Rollins.
2. Students may apply for a leave of absence for one term or an academic year. A student may apply to extend a one-term leave to one year, but a leave may not continue longer than one year.
3. Students must file an application for a leave of absence with the Office of the Dean of the College at least one week prior to the beginning of classes for the first term of the leave.
4. The application must be approved by the Dean of the College. The Dean of the College will require approval by the student's faculty adviser if his or her plans for a leave of absence contribute directly to the Rollins program of study.
5. Students enrolled in the Rollins programs in Australia, Ireland, or through the Institute for European Studies need not apply for a leave of absence. Students enrolled in those programs register through the Director of International Programs.

MEDICAL LEAVE OF ABSENCE

When a student experiences serious medical or psychological problems while enrolled as a student in a Rollins program, he or she may request to take a voluntary medical leave-of-absence. If approved by the Office of the Dean of the College, the student will leave campus (or study group), be granted grades of "W" in all enrolled courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Rollins after the problem has been treated and resolved.

Similarly, the College may require a student to take a medical leave-of-absence if, in the judgment of the Dean of the College, the student, (a) poses a threat to the lives or safety of himself/herself or other members of the Rollins community, or (b) has a medical or psychological problem which cannot be properly treated in the College setting, or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Rollins community.

READMISSION

Application for readmission is made to the Dean of the College. Rollins College will not consider a request for readmission from a dismissed student in less than one calendar year from the date of dismissal. Applications for readmission will be considered after that time; students are expected to present

evidence that they will do successful work if readmitted. Such evidence may consist of a transcript of successful work at another academic institution, proof of satisfactory military service, letters reporting gainful employment with statements from supervisors concerning motivation, performance and job maturity, or other documents of a similar nature. Students who withdrew for medical reasons must furnish a physician's statement certifying that they are physically able to resume their studies.

The following deadlines should be observed, one week before the first day of classes for students whose application does not require action from the Committee on Standards and three weeks before the first day of classes for students whose readmission application requires action from the Committee on Standards.

OBTAINING AN OFFICIAL TRANSCRIPT

Students receive one official transcript free of charge upon graduation from Rollins College. Additional requests for official transcripts must be made in writing to the Office of the Registrar, Campus Box 2713, Rollins College, Winter Park, FL 32789. There is a fee of \$3.00 for each official transcript. In addition, there will be a fee of \$3.00 for the first page and \$1.00 for each page thereafter, for copying course descriptions.

Transcripts cannot be issued for students who have an outstanding balance on their College account.

HAMILTON HOLT SCHOOL

Sophomores, juniors and seniors enrolled in the College may register for one undergraduate course in the Hamilton Holt School per year if approved by their adviser. Such students are not required to pay additional tuition or laboratory fees for courses during the Fall or Spring terms. Seniors with a 3.3 or better cumulative grade point average may enroll for one Master of Liberal Studies elective course each semester, provided they maintain a B average in the Holt program. Students will be responsible for book costs. Seniors may take up to three elective courses. Students interested in taking undergraduate or graduate Holt School courses should contact the College Registrar's Office.

Courses taken in the Hamilton Holt School or the graduate programs have the same academic value as courses in the College unless exception is made in writing. Grades earned in either will be calculated as part of the student's grade point average.

In an effort to ensure the availability of Hamilton Holt School courses to the student population they were designed to serve, Day students will be registered in Hamilton Holt courses on a space-available basis with a maximum of five Day students in any given course.

BREVARD CAMPUS

The Brevard Campus of Rollins is the only extension from the Winter Park Campus. The Brevard Campus offers day and evening courses designed to meet the needs of its diverse student population. Classes are held in historic Rockledge, Brevard's oldest community, and at Patrick Air Force Base.

At the Brevard Campus, students may complete programs leading to bachelor of arts and bachelor of science degrees as well as elementary and secondary teacher certification. The majors offered at the Brevard Campus include accounting, business administration, computer information systems, computer science, elementary education, English, history, humanities, organizational behavior, politics, and psychology.

GRADUATE MANAGEMENT ADMISSION TEST

All seniors who are interested in graduate school in fields related to Business Administration or Economics are urged to take the Graduate Management Admission Test. Most graduate programs in Business Administration either require or request candidates to take this examination. It is given in October, March and June each year at Rollins, which services as a Center for this purpose and is so designated by the Educational Testing Service.

THE GRADUATE RECORD EXAMINATION

All seniors who are interested in graduate school are urged to take the Graduate Record Examination. Most graduate schools either require or request candidates to take this examination.

For further information contact Elizabeth Hobbs Lannen, Registrar, 407/646-2144

Honors and Awards

Honors

HONORS AT GRADUATION

The distinction Cum Laude is made by the Faculty of the College. In making such awards the Faculty will take into account the following criteria:

1. The candidate's grade point average:

Graduation Cum Laude:	3.50-3.66
Graduation Magna Cum Laude:	3.67-3.83
Graduation Summa Cum Laude:	3.84-4.00
2. Endorsement from the major department.

HONORS IN THE MAJOR FIELD

Honors in the Major Field provides for independent research or special study during the senior year, under the supervision of a three-member committee in the student's major department and selected by that department.

In order to be eligible the student must:

- a. Achieve a minimum overall grade point average of C+ (2.33) for all courses at Rollins.
- b. Achieve a minimum overall grade point average of B+ (3.33) for all courses taken in the major field at Rollins.
- c. Receive the endorsement of his or her committee for participation in this program.

Satisfactory performance in an approved thesis or individual project, an oral examination, and maintenance of the above averages will qualify a student for Honors in the Major Field, which will be shown on the student's transcript.

PRESIDENT'S AND DEAN'S LISTS

The President's and Dean's Lists honor those students with a particularly high academic achievement in the previous fall or spring term. To be included on either list, during the immediately preceding term, a student must have completed a minimum of three courses, worth at least one course unit each, with a grade, no incomplete grades, and earned the following term averages: 3.67-4.00 for the President's list; and 3.33-3.66 for the Dean's List.

Awards

Certain awards have been established at the College to recognize excellence in a particular field and to honor those who have contributed of themselves in service to the community. The selection of the recipient is made by the appropriate academic department or campus group; each award carries a scholarship grant or small gift and usually bears the name of the donor or the person honored.

The Academy of American Poets Award was established through a bequest from Mrs. Mary Cummings Endy, a former member of the Academy of American Poets. It is awarded each year for the best work of poetry by an undergraduate.

The American Chemical Society Award in Organic Chemistry is awarded annually by the Department in behalf of the Polymer Division of the A.C.S. to an outstanding and promising Chemistry Major in Organic Chemistry.

The American Chemical Society Undergraduate Award in Analytical Chemistry is administered by the Chemistry Department for the American Chemical Society. It is awarded each year to the student with the highest scholarship record in analytical chemistry courses and showing greatest promise as an analytical chemist.

The American Institute of Chemists Outstanding Senior Chemistry Major Award is designated by the Chemistry faculty in recognition of the highest scholastic record of a senior majoring in chemistry.

The Annie Russell Awards are given to student members of the Rollins Players Production Company in recognition of outstanding performance in Annie Russell Theatre productions.

The Award for Outstanding Academic Achievement in Anthropology is given to the graduating senior whose significant achievement in his/her major field of anthropology has been recognized by the faculty members of this department.

The Thomas R. Baker Memorial Prize was established in the Chemistry Department in memory of Thomas R. Baker, former Professor of Chemistry and Head of the Department. It is awarded for the highest scholarship record in the study of chemistry by a junior major.

The Ralph Lyman Baldwin Award was established in the will of Christine Baldwin in memory of her husband, an outstanding musician on the faculty of Northwestern University. It is given each year to a senior organ major who has shown growth in performance, devotion and excellence in music, and outstanding participation in the musical life of the Knowles Memorial Chapel.

The Award for Outstanding Achievement in Biology is given annually to a senior biology major who has consistently displayed academic achievement within the Biology Department.

The Peter H. Bonnell Award in German, dedicated to the memory of Dr. Peter H. Bonnell, Professor Emeritus of German and Russian, is presented annually to an outstanding student of German language, literature, or culture.

The Carlo Achievement Scholarship in Music established in honor of Rollins' longtime professor of violin and viola is available to a gifted student in strings.

The Carter Scholarship is to be granted to one who exemplifies the highest quality of musical talent, scholarly achievement, and performance, or to one who shows the greatest potential in these areas.

The Award for Outstanding Academic Achievement in Computer Science is made annually to a senior majoring in Computer Science. The selection is made by the faculty members of the Department of Mathematical Sciences.

The William Abbott Constable Award, established in honor of a former member of the English Department, is awarded to the senior English major who has written the most outstanding essay(s) dealing with Elizabethan drama.

The George D. and Harriet W. Cornell Scholarship is awarded by the faculty for outstanding achievement in the visual arts.

The CRC Freshman Chemistry Prize was established by Chemical Rubber Company of Cleveland, Ohio for the highest scholarship recorded by a student in freshman-level chemistry courses.

The Outstanding Senior Award in Classical Greek is presented by the Department of Foreign Languages. The recipient is selected by the faculty of the Classics Division in the Department of Foreign Languages.

The Outstanding Senior Award in Classical Studies is presented by the Department of Foreign Languages. The recipient is selected by the faculty of the Classics Division in the Department of Foreign Languages in consultation with participating faculty in the Classics Program from other departments.

The Award for Outstanding Achievement in Dance is given annually to an outstanding dance student for classroom and stage performance by the dance faculty.

The Nina O. Dean Award, named in honor of a former member of the English Department, is given in recognition of outstanding achievement by a senior English major.

The Wilbur Dorsett Memorial Scholarship honors Rollins professor of Drama and recognizes an outstanding member of the Rollins Players Production Company for both academic and artistic achievement. The candidate is selected by the faculty of Theater, Dance and Communication.

The Eaton Music Achievement Scholarship Award was established in 1969 by Mrs. Oliver K. Eaton to recognize excellence and talent in music. The award provides a music student with scholarship aid to pursue worthy objectives during the summer.

The Outstanding Senior Scholar Award in Expressive Arts was established for the purpose of honoring one graduating senior from the Division of Expressive Arts. The recipient must display outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the faculty of the Division.

The Florida Executive Women Scholarship is awarded to an outstanding Central Florida female student, preparing for a professional or business career.

The Marion Folsom, Jr. Award honors a former chair of the Department of English by recognizing in a senior English major that genial quality of scholarship—leavened by warmth, wit, and modesty—so characteristic of Professor Folsom.

The Award for Foreign Languages is presented annually to an outstanding student majoring in the area of Foreign Languages, a course of study which requires competency in at least two foreign languages.

The Donna T. and Jan Fortune Award is given to the senior who writes the best paper on statesmanship. Female students are especially encouraged to apply.

Honors and Awards

The Howard Fox Literary Prize was established by Howard Fox of New York City and is designated by the faculty of the English Department. The prize is awarded to the senior who has produced the best pieces of literature based on originality, human interest, and craftsmanship.

The Freddie Awards are given to student members of the Rollins Production Company in recognition of outstanding performance in Fred Stone Theater productions.

The Outstanding Senior Award in French is presented annually by the Department of Foreign Languages. The recipient is selected by the faculty of the French Division in the Department of Foreign Languages.

The Friends of Music Prize is given to a student who is an excellent musician and who has the personal characteristics to be an effective liaison between Rollins music students and the Rollins College Friends of Music.

The Outstanding Senior Award in German is presented annually by the Department of Foreign Languages. The recipient is selected by the faculty of the German Division in the Department of Foreign Languages.

The Charlotte M. Gero Achievement Scholarship was founded in 1967 by Mme. Gero, a star of the Budapest Opera, outstanding singer in both Europe and America, and a benefactor of the College. The award is made annually to a music major possessing outstanding qualities of musicianship as well as leadership.

The Barbara S. Goldner Scholarship Award was created by the Class of 1962 in memory of Barbara S. Goldner. The award is made to the sorority pledge class with the highest cumulative academic achievement.

The William R. and Marcelyn L. Gordon Mathematics Award was established in 1982 by the Director of the Rollins Alumni Association. The award is made in recognition of superior performance by a junior or senior in the field of mathematics. The selection is made by the faculty members of the Department of Mathematical Sciences.

The Edwin Granberry Prize for Creative Writing was established in 1971 by a former student of the distinguished author and Irving Bacheller Professor Emeritus of Creative Writing. The prize, which is awarded to a sophomore or junior English major selected by the Department of English, was established for the purpose of encouraging students "to write now."

The Frederick A. Hauck Award is intended to give recognition to a graduating senior regardless of major, whose course work and humanistic interest focus on Latin America. The award was created in 1978 by philanthropist Frederick A. Hauck.

The Health Sciences Achievement Award is made annually to an outstanding graduating student preparing for a career in a discipline other than human medicine (M.D./D.O.) Students preparing for careers in dentistry, optometry, pharmacy, veterinary medicine and the allied health fields are eligible for consideration.

The Herbert E. Hellwege Undergraduate Research Award in Chemistry was established as an endowment in 1987 by former Rollins chemistry alumni and friends, in honor of their teacher and colleague, Herbert E. Hellwege, Professor Emeritus of Chemistry. It is awarded by the Chemistry faculty to a Chemistry major to support research projects conducted during the academic year or in the summer.

The Award for Outstanding Academic Achievement in History established in 1975, recognizes outstanding achievement in the study of history by a senior history major.

The Hufstader Scholarship was established in 1976 in memory of Robert Hufstader, former director of the Rollins Conservatory of Music and conductor of the Bach Festival. The award is made annually to the student displaying the most outstanding ability and achievement in voice.

The Outstanding Senior Scholar Award in the Humanities was established for the purpose of honoring one graduating senior from the Division of the Humanities. The recipient must display outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the faculty of the Division.

The Arthur K. Hutchins Scholarship was established in 1957 by James O. Hardee to provide encouragement and assistance to music students. Awards are made to those who have shown outstanding personal and musical development, achievement and promise in their chosen field of music and whose progress and development will be materially aided by the award.

The Award for Outstanding Academic Achievement in International Relations, first given in 1979, recognizes the outstanding graduating senior majoring in International Relations.

The Adrienne Israel Scholarship recognizes excellence in mathematics. It was established in memory of Adrienne Israel '85 by her family and friends.

The Walter B. Johnston Award is made annually to an outstanding graduating student preparing for a career in medicine whose academic record and community service indicate that his/her life will be devoted to the ideals of the former Rollins physician.

The Kappa Chapter of Omicron Delta Epsilon, the International Honor Society in Economics, first established in 1987, taps juniors and seniors who have demonstrated superior achievement in Economics.

The Outstanding Latin American Student Award is presented annually to the student who, through his/her academic achievements and community service, contributes to the integration of the Latin American community with the Rollins community for the improvement of the academic and social environment of the entire College.

The Outstanding Senior Award in Latin is presented by the Department of Foreign Languages. The recipient is selected by a faculty of the Classics Division in the Department of Foreign Languages.

The Award for Outstanding Academic Achievement in Mathematics is made annually to a senior majoring in Mathematical Sciences. The selection is made by the faculty members of the Department of Mathematical Sciences.

The Altrusa Club of Winter Park Eleanor J. Mathews Scholarship was established in honor of the Winter Park artist, Eleanor J. Mathews. Recipients are selected by the faculty of the Art Department.

The Charles B. and Florence N. McCollough Achievement Scholarship in Music is awarded to a currently-enrolled or entering student in recognition of outstanding music potential. The scholarship was established in 1974 by Mrs. C. B. McCollough, and the recipient is designated by the faculty of the Department of Music.

The William Muncey Memorial Scholarship is awarded to a deserving student of music who demonstrates achievement in scholarship and performance.

The Music Faculty Senior Citation was established in 1969 as a means of honoring those seniors who have given unselfishly of their time, talent and service to better the life of music on campus.

The Newman Club Award was initiated by the Board of Director of the Newman Center of Central Florida in 1980. The award is made annually to an outstanding senior for his/her participation in the activities of the Newman Club and for support of its traditions.

The George G. Nichols, Jr. Scholarship Endowment Fund was established to provide scholarships for students of music demonstrating potential for exceptional accomplishment.

The Olin Award in Economics is awarded annually to a student(s) for excellence in the student of Economics.

Omicron Delta Kappa Honor Society Tapping is done each year to recognize juniors and seniors who have achieved distinction in scholarship, athletics, student government, social and religious affairs, publication work, and the arts. Omicron Delta Kappa is a coeducational national honorary leadership society installed at Rollins in 1931.

Honors and Awards

The *Constance Ortmayer Award* was established in honor of the noted sculptor, who taught at Rollins for many years, and recognizes exceptional talent in art.

The *Priscilla L. Parker Theater Scholarship* was established in 1987 by the late Priscilla L. Parker '42, to provide encouragement and assistance to theatre arts students. Awards are made to students who have demonstrated exceptional talent, professional promise and academic achievement. The selection is made by vote of the faculty of the Theatre Department.

The *Phi Eta Sigma Honor Society* is a national collegiate honor society which recognizes outstanding academic achievement by freshmen. The Society was established in 1923 at the University of Illinois, and today has over 100 chapters throughout the United States. The membership criteria is a grade-point average of 3.5 or above earned during the fall semester of a student's freshman year.

The *Pi Kappa Lambda Award* was established by Xi Chapter of Phi Kappa Lambda, the national music honor society. Also called the *Charmbury Award* in tribute to Professor Walter Charmbury, long-time professor of piano, the award is made in recognition of outstanding achievement in music.

The *Pi Kappa Lambda Freshman Citation* was established by the national music honor society to recognize outstanding talent in the freshman year. Recipients are selected by the faculty of the Music Department.

The *Albert Pick Jr. Scholarship* is conferred on a theater and music major each year.

The *Award for Outstanding Academic Achievement in Physics* is given to the junior or senior student whose significant achievement in physics has been recognized by the faculty members of that department.

The *Colonel Richard C. Plumer Memorial Award* was established in 1954 to honor the former professor of business law. The recipient, selected by the Business Studies Department, is cited for scholarship in business, law, humility, integrity of mind, high morals, and kindness, respect and service to others.

The *Albin Polasek Foundation Award* is made annually by the faculty of the Department of Art to promising students of painting or sculpture.

The *Award for Outstanding Academic Achievement in Politics* is made each year to the most outstanding Politics graduate based on overall performance in this field of study over the student's college career.

The *Charles Hyde Pratt Award* is made to students majoring in English who demonstrate exceptional talent in creative writing. The award was established by Mrs. Charles Hyde Pratt, whose husband made a significant contribution to literature by editing *The Florida Magazine of Verse*.

The *Award for Outstanding Academic Achievement in Psychology* is given annually to the student whose significant achievement in psychology has been recognized by the faculty of the department. In addition to high academic standards, the candidate must also demonstrate a well-rounded commitment to psychology as an academic and/or service-oriented field of inquiry.

The *Marie Rackensperger Prize for Excellence in Spanish* was established in 1966 by Marie Rackensperger, Class of 1966. The award is made annually to a junior majoring in Spanish who has maintained the highest average in Spanish literature courses at Rollins.

The *Andrew and Blanche Rathbone Memorial Scholarship* gives preference to an upperclassman who wishes to participate in an overseas program with which the College is affiliated.

The *Alzo J. Reddick Award* was established in 1982 and is presented to a non-residential student who demonstrates quality in service, outstanding achievement and extensive participation in the activities of the College community. The recipient is chosen by the officers and faculty adviser of the Off-Campus student organization.

The William R. Rice Memorial Award is presented to a graduating senior for Outstanding Achievement in Theater. The candidate is selected by the faculty based on his/her four years of academic accomplishments.

The Rollins Players Senior Honors Award was established in 1958 and is awarded each year to one graduating senior who has displayed sustained excellence in all aspects of theater during his/her entire career at Rollins. The selection is made by vote of the faculty of the Theater Department.

The Rollins Women's Association Community Service Award was originated in 1972, and is awarded annually to a freshman or sophomore who displays qualities of responsibility, consideration and leadership which are of benefit to the College or community.

The Ross Rosazza Scholarship is given to a student of exceptional talent in the study of voice.

The Outstanding Senior Award in Russian is presented annually by the Department of Foreign Languages. The recipient is selected by the faculty of the Russian Division in the Department of Foreign Languages.

The Outstanding Senior Scholar Award in Science and Mathematics was established for the purpose of honoring one graduating senior from the Division of Science and Mathematics. The recipient must demonstrate outstanding academic achievement in the major field and in all other academic pursuits. The selection is made by the faculty members of the Division.

The L. C. Smith Merit Scholarship is awarded to a student demonstrating accomplishment in the study of music.

The Outstanding Senior Scholar Award in Social Science was established for the purpose of honoring one graduating senior from the Social Science Division. The recipient must display outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the Faculty of the Social Science Division.

The Outstanding Senior Award in Spanish is presented annually by the Department of Foreign Languages. The recipient is selected by the faculty of the Spanish Division in the Department of Foreign Languages. The Award for Outstanding Achievement in Communication is made annually to the outstanding senior minoring in Communication. The candidate is selected by the communication faculty of the Department of Theater, Dance and Communication.

The Fred Stone Theater Award was founded in 1960 and is presented annually to a student who demonstrates outstanding talent in a student-directed production in the Fred Stone Theater. The candidate is selected by the faculty of the Theater Department.

The Sullivan House Walk of Fame Award was established by the Algernon Sydney Sullivan Foundation of New York and named in honor of its founder and first president. The award is made to a senior, active in the programs of Sullivan House, who demonstrates service to the community, exemplary lifestyle, and dedicated service embodying the philosophy of Sullivan House.

The John Tiedtke Gold Medal is given in honor of John Tiedtke, former Chairman of the Board of Trustees and life-long friend and contributor to the College. The award is made to students majoring in art who demonstrate ingenuity and capacity to solve art problems, set high personal standards of performance, and inspire their colleagues.

The Paul A. Vestal Award is given in the memory of a founding member of the Department of Biology to a sophomore or junior student who has shown both outstanding academic achievement and promise as a prospective biologist.

The Bruce B. Wavell Award for Academic Achievement in Philosophy and Religion was named by Professor Wavell's colleagues in the Department of Philosophy and Religious Studies to show their respect and affection on the occasion of his retirement in 1982. The award is presented to the student whose significant achievement in his/her major field of Philosophy or Religious Studies has been recognized by the faculty of the Department.

The Webb Memorial Scholarship is awarded annually to a student who intends to major in Theater Arts. The candidate is selected by the faculty of the Theater Department.

The G.T. Wiley Scholarship Fund is awarded to an outstanding student of music demonstrating achievement in performance.

Special Curricular Opportunities

The traditional four-year curriculum offered at Rollins is enriched by many special academic programs, most administered by Rollins, some sponsored by other institutions. Students may participate in a variety of programs while in residence at the College, or they may enroll in programs which involve living at other colleges or travelling abroad.

LEARNING COMMUNITIES

Within the larger Rollins community are several special teaching and learning communities serving particular purposes. These presently include COL (the Community of Learners), SCY (the Science Community Year), Rex Beach (the Residential Learning Community), and the Honors Degree Program. All of these programs vigorously involve students with their professors and with each other, as they explore the inter-connections among different academic disciplines.

COL, SCY, and RLC are explained at greater length below. The Honors Degree Program is described in the Special Curricular Opportunities section of the Catalogue, and is available to students by invitation only.

Community of Learners (COL)

Introduced in the fall of 1983, the Community of Learners is a small group of students along with a faculty member (released for a semester from regular teaching responsibilities) who study the same carefully-selected set of three related courses, all focused on a central theme such as "Art and Society" or "The American Experience." COL members also participate in a Community Seminar, where they compare, unify, extend, and personalize the material presented in the three COL courses. Guided by the professor (called the Master

Learner) who becomes their fellow-student and friend, COL students become involved in mutual and active learning.

Science Community Year

The SCY Program is a support system for students during the first year of their study of college science and math. Based on the conviction that active membership in a close community of students and teachers is an effective means of maintaining motivation and increasing success in science, SCY includes field trips, career exploration activities, tutoring as needed, and a weekly integrating seminar. The seminar focuses on teaching problem-solving and study techniques, and expanding awareness about science and technology. SCY is open to any students taking two or more introductory courses in science or math during the Fall Term. A student joins the program by enrolling in the course *SCY 101*, for one-half credit.

Residential Learning Community

The Residential Learning Community is comprised of fifty self-selected students who live and take two classes together in their residence. This shared group experience fully integrates the academic and co-curricular lives of students. Residential Learning Community (RLC) students have the opportunity to develop strong, personal relationships with one another and with faculty who teach classes in the community and serve as students' faculty advisers. Living in RLC allows for exploration of ideas, the building of trust and friendship, and fosters a commitment to academic excellence. RLC is not an honors program; all who are interested are welcome. Students are offered five designated Residential Learning Community (RLC) courses each term from which they must choose two. Students' remaining course load is selected from the general course offerings. An active slate of educational and social programs are likely to be sponsored in the community, and it is expected that informal discourse between students and faculty will grow out of ideas and issues that emerge in the classroom.

Winter Term

Winter term is a time for students and faculty to experiment with studies that supplement or enrich the regular curriculum. While Independent Studies may be undertaken in any term, the Winter Term is an excellent time for students

to conduct research projects or explore career opportunities through internships. Many courses are offered on-campus, and there are also opportunities for off-campus study. The Biology Department conducts special studies in the Caribbean area, most recently in Belize and Barbados; other departments offer study tours in Central America, China, Spain, Germany, Austria, etc. Since credit for only three Winter Terms is required, some may choose to take a leave of absence for work, individual travel, or reflection before continuing their studies in the Spring; however if students choose to take a fourth Winter Term, they receive credit for it.

Those who remain at Rollins during Winter Term find the campus alive with activity. Exchange faculty and distinguished scholars from around the world visit the campus to offer special courses, lectures, and other events. "Winter Term With the Writers," a program sponsored by the English Department, features a series of readings presented by famous writers. This program gives students an opportunity to meet and talk informally with successful artists and attracts an enthusiastic local audience.

INTERNATIONAL AND OFF-CAMPUS STUDY OPPORTUNITIES

Many options for off-campus studies give Rollins students the opportunity to extend their education beyond the campus.

STUDY-ABROAD PROGRAMS

Through the International and Off-Campus Programs office, students are counselled in selecting the off-campus study option best suited to their academic needs and interests. There are several types of off-campus programs from which to choose:

- 1) Rollins programs - in Australia, Ireland, Mexico, and Spain - are taught and/or directed by Rollins faculty. Students on these programs receive grades that factor into their grade point averages.
- 2) Affiliate programs - through Stetson University, the Institute of European Studies/Institute of Asian Studies, the American University of Paris, and the Cambridge International Summer School - are those with which Rollins has a cooperative agreement, but in which grades earned do not affect a student's grade point average.
- 3) Other study abroad options not affiliated with Rollins are recognized by faculty as providing excellent study abroad opportunities for our students. These options should be explored with the advice and help of the Director of International and Off-Campus Programs.
- 4) Special programs in the U.S. that offer semesters with intense focus on the arts, politics, journalism, etc.

In all cases, the process for off-campus study begins in the International and Off-Campus Programs office (Carnegie 103). In order to receive credit for such study, students must apply by the published deadlines (April 15 for a fall term off-campus; October 30 for a spring term off-campus), and receive approval from the Director of International and Off-Campus Programs, on behalf of the faculty. Once approved, students will maintain their Rollins student status while off-campus, and such matters as credit, housing and pre-registration will be handled through communication with the College.

ROLLINS PROGRAMS IN AUSTRALIA

The Rollins programs in Sydney and Melbourne offer students the opportunity to fully explore and experience Australia. A semester in either program is required for the Australian Studies Minor. Living with Australian hosts is an integral part of the programs.

The Fall Term in Sydney is affiliated with Sydney University's Institute of Education, and is the oldest Australian Studies program for international students in Australia. Affording access to Australia's most famous city, it offers a considerable range of courses in Australian Studies. For a complete listing of the courses available, see the Australian Studies Minor.

The Melbourne program provides a set of courses designed to make the most of Melbourne's and Victoria's offerings. The program is conducted in cooperation with Trinity College, the oldest residential college of the University of Melbourne. The academic program includes studies of the social, political, natural, and economic environments, and socio-cultural studies. Students may enroll for a full year or for one term. Courses available are listed under the Australian Studies Minor.

Both the fall and spring terms begin in Cairns with an intensive study of the ecology of the Great Barrier Reef and the rainforest.

ROLLINS FALL TERM IN DUBLIN

Students enrolled in the program in Ireland attend classes at Dublin City University in Glasnevin, a northern suburb of Dublin. The 50-acre campus has excellent learning and recreational facilities. DCU allows Rollins students to join their Irish counterparts in both study and recreation, and living with an Irish family provides the student with special insight into Irish culture. Classes are supplemented by excursions, including a weekend trip to the Aran Islands. The Fall Term in Dublin is a requirement for fulfilling the Irish Studies Minor detailed in the Irish Studies Minor section of this catalogue.

ROLLINS SPRING TERM IN MERIDA

To complement the Latin American and Caribbean Affairs (LACA) area major of Rollins College, a study program is offered in affiliation with the University of Yucatan in Merida, Mexico. In addition to serving LACA majors and

minors, the program offers direct experience of a third-world culture to Rollins students, regardless of major, and to a limited number of students from other institutions. The program is designed especially for second-semester sophomores, but upperclass students may participate. No prior study of Spanish is required. Additional information can be found in the Latin American and Caribbean Affairs section of this catalogue.

VERANO ESPAÑOL

Rollins sponsors a six-week summer study program based in Madrid, Spain. Courses in Spanish conversation and composition, literature, art, culture, and business Spanish are taught by native faculty. Students live with Spanish families and participate in excursions to historic and cultural sites near Madrid. Because all courses are taught in Spanish, applicants must have completed four terms of Spanish at the college level, or the equivalent, and must be in good academic standing. Classes meet for one and a half hours, Monday through Thursday, leaving a long weekend to allow for ample opportunity for guided excursions or independent travel. Course descriptions can be found in the Foreign Language section of this catalogue.

STETSON UNIVERSITY

Study-abroad programs offered by Stetson University are available to Rollins students through a consortium agreement. Stetson Programs in Dijon, France; Madrid, Spain; and Freiburg, West Germany are open to students who can perform satisfactorily in the language of the country for which they are applying. Housing is with families in the Madrid program and in dormitories in Dijon and Freiburg.

CAMBRIDGE INTERNATIONAL SUMMER SCHOOL

Summer study in Britain is offered through an agreement with Florida Colleges and Universities and the University of Cambridge. Students reside in dormitories and take meals in the stately dining halls of Cambridge University. Rollins students attend the Cambridge International Summer School with students from around the world. The curriculum includes more than 30 topics in British Life and Institutions, English Literature, Art History and Architecture, Economics, Politics, and History. Lectures, tutorials and excursions are integrated elements of the program. The four-week term is offered in July.

INSTITUTE FOR EUROPEAN STUDIES/INSTITUTE FOR ASIAN STUDIES

Through Rollins' affiliation with the Institute of European Studies/Institute of Asian Studies, students may spend a summer, a term, or a year at centers in Europe and Asia. Participation in IES/IAS programs allows students a wide

selection of academic concentrations in locations throughout England and Europe, Japan, Singapore and in the cities of Kiev and Moscow. Strong language programs conducted in European and Asian languages are available for students with proficiency.

THE AMERICAN UNIVERSITY OF PARIS

Rollins maintains a reciprocal agreement with the American University of Paris, a fully-accredited four-year liberal arts college. Classes are conducted in English, making it possible for students in all disciplines to study in Paris. Students need not be proficient in French but are required to take one French course each term, unless they have completed two years of college-level French.

WASHINGTON SEMESTER PROGRAM

A small number of political science majors and history majors have an opportunity to spend a semester in Washington studying public affairs. The Washington Semester Program, with which Rollins is affiliated, is a cooperative arrangement with The American University. Students participate in an academic program in the following ways: seminars with public officials and those seeking to influence the policy process; an internship in a Congressional office, an executive agency, a public interest group, or local government; and research into a topic which enables the student to use Washington, D.C., as a resource laboratory. Programs are offered in national government and politics, urban affairs, criminal justice, foreign policy, international development, economic policy, and American studies.

For further information contact the Politics Department or the International and Off-Campus Programs office.

ATLANTIC CENTER FOR THE ARTS

The Atlantic Center for the Arts program is designed for senior expressive arts majors with exceptional academic records and strong creative energies. The program concentrates on the development of the special skills of creative writing, studio arts, and musical composition. Students attend daily sessions with a master artist in their particular field. The program is three weeks long and is conducted in March, August, and October.

FINANCIAL AID FOR OFF-CAMPUS STUDIES

Rollins students receiving financial aid may apply to use their aid for any off-campus study options which have been approved by the Director of International and Off-Campus programs. Students should meet with the Director of Student Financial Planning to determine the availability of assistance.

Independent Study

Independent Studies are a means of adding new dimension to the curriculum and of encouraging intellectual curiosity, initiative, and sustained effort. Independent Studies are classified as tutorials, research projects or internships.

A. TUTORIAL

Working under the close supervision of a faculty member, students read primary and secondary material and/or work in a laboratory or studio setting. Evaluation is usually based on a paper or an examination or both. A tutorial cannot normally duplicate a course that is regularly offered. The student must meet with the instructor a minimum of one hour per week (three hours per week in a Winter Term). Normally, sophomore status is required.

B. RESEARCH PROJECT

To qualify, a student already must have acquired the knowledge and skills necessary to do the research. This implies that the research is in the major or a closely-allied field and that the student has achieved junior or senior status. Such projects usually involve original research with primary materials or original work in the laboratory or studio.

C. INTERNSHIP

To qualify, a student must have completed whatever courses deemed necessary as preparation for the internship. A contract must be drawn up by the instructor, the student and the sponsoring organization, and should include 10 to 15 hours of student work per week with the organization (30 to 40 hours per week in the Winter Term) and be graded on a credit basis.

Approval of Independent Study The purpose of the approval process is to ensure that independent studies are compatible with the philosophy and nature of the entire curriculum and to give students adequate time to formulate a well-defined study by the end of the term preceding the one in which it is to be carried out.

Preliminary proposals for independent study must be submitted for approval to the departments at pre-registration. Upon approval by the majority of the members of the department, they are submitted to the Academic Affairs Committee through the Dean of the Faculty to ensure final action prior to the last week of the term.

Evaluation of Independent Study Students receive letter grades for tutorials and research projects unless they request grading on a credit basis. Internships, even in the major, are graded credit/no credit.

Area Studies Major

The Area Studies Major gives students an opportunity to concentrate on a coherent theme or topic which integrates various disciplines. Courses must be seen to conform to the theme of the area study. Area studies proposals must be carefully thought out and prepared for presentation to the Academic Affairs Committee for approval. The proposal must include:

1. A rationale for choosing an area study rather than a conventional major.
2. A list of courses, all related to the theme of the area study, from at least three departments.
3. A plan for a two-course independent research project or upper-level seminar, integrating the major, to be taken in two terms of the senior year.
4. At least 16 courses (including the two-course senior project), 8 of which must be at the 300 level or above.
5. The name of two faculty, from two different departments, who have consented to serve as sponsors.

The proposal must be submitted to the Dean of the Faculty for approval by the registration period of the second term of the sophomore year. The Dean of the Faculty will then submit the proposal to the Academic Affairs Committee for final approval. An Amendment Form must be submitted to Academic Affairs for approval of any course changes in the original proposal. An Amendment Form must be submitted to Academic Affairs for approval of any course change in the original proposal.

Non-Credit Courses

The College's Center for Lifelong Education offers a wide variety of programs, courses, and workshops for professional development, personal enrichment, and self-fulfillment. Additionally, the Center offers a Postgraduate Paralegal Studies Program and the Public Safety Institute for law enforcement and fire safety professionals. Most of these experiences, scheduled on evenings, weekends, and during the Winter Term, are available to regularly-enrolled students. Offerings have included leadership communication, and stress management workshops, language and music courses, arts and sports instruction, outdoor expeditions, and other recreational experiences. Courses taken through the Center involve additional fees and do not appear on the student's transcript. However, many of the courses award certificates to the participants.

For further information:

ROLLINS COLLEGE
Center for Lifelong Education
1000 Holt Avenue - 2728
Winter Park, Florida 32789-4499
407/646-2604

The Honors Degree Program

Coordinator: Hoyt Edge

For the student with exceptional ability, Rollins offers a special program in the liberal arts. Rollins students normally satisfy a number of general education requirements through individual courses in separate disciplines. By contrast, the Honors Degree Program admits students with a superior record of achievement in many of those disciplines and provides a small core of interdisciplinary courses to develop a holistic definition of the liberal arts. Hence, the program leads to a distinct and separate degree, Artium Baccalaureus Honoris, the Honors Bachelor of Arts Degree.

Honors Degree students enter the College with full sophomore status in regard to academic and social permissions and are encouraged to proceed immediately with upper-level courses leading to a major. Thus, the program is designed to give the Honors student more flexibility in scheduling (and even the opportunity in some cases to finish in three years).

The primary purpose of this program, however, is not to accelerate the superior student, but rather to avoid the repetition of material covered in advanced high school courses and to provide an exemplary experience of the liberal arts education as a whole. For this reason, the college provides a full-tuition grant for the fourth year and encourages its Honors students to develop the character of Odysseus, of one who sees with the eyes of many sciences and comprehends with the imagination of many arts.

The Honors Program founded by Bruce Wavell in 1965 originally followed a research model, emphasizing the student-teacher relationship through a series of independent studies. In 1985 the faculty of the College established a new program with more complex and diverse objectives:

- 1) A RIGOROUS COMMUNITY OF LEARNING through seminar courses with the participation of many faculty members.
- 2) INTEGRATION of the curriculum through a variety of interdisciplinary courses.
- 3) EXPLORATION with a special emphasis on a term away from campus involving the student in experiential learning, creative dreamwork, or some other exceptional educational opportunity.

- 4) **PRODUCTIVITY** through the publication of program projects, the development of campus leadership, and the achievement of an exceptional academic record.

However, the capstone of the new program is still a two-term Honors Research Project and a comprehensive examination which demonstrate the student's capacity for graduate or professional school. We expect our Honors students to be among our best majors, not just because of the depth and intensity of the senior project, but also because of the breadth of their understanding of nature, society, and the forms of human expression.

Financial Aid

While Rollins has a wide variety of scholarships and other forms of financial aid for all its students, the college provides special support for Honors Degree students in the form of the three-year option or a fourth-year tuition grant.

THE FOURTH-YEAR TUITION GRANT

Since 1981, students in the Honors Degree Program have been eligible for a full-tuition grant during their fourth year at Rollins. (Obviously, students who choose the three-year option automatically give up this privilege). The grant carries a number of conditions:

- a. The grant will be awarded only if the student is in good standing in the Honors Degree Program through the third year at Rollins. A student who is on academic warning in the program at the end of the third year may be given a tuition grant for the fall term; the remainder of the tuition grant will be conditional on his/her performance at the end of the fall term.
- b. The grant will be awarded in an amount sufficient to cover fourth-year tuition for which the student does not have applicable financial aid. Outside aid awards will not reduce the value of an Honors Program tuition grant, unless such awards exceed the cost of room, board, tuition, and fees.
- c. The grant does not apply to three-two programs such as the Crummer M.B.A. or the engineering program.

Students wishing to receive the fourth-year tuition grant should consult with the Director of Financial Aid and fill out the appropriate short form in the spring of their junior year. Notification will follow shortly after the term ends.

Admissions Requirements

1. ENTRANCE CRITERIA FOR HIGH SCHOOL STUDENTS

The Honors Degree Supervisory Board reviews and evaluates the records of our top applicants on the basis of special aptitude for the goals of the program (namely, community, interdisciplinary study, exploration, and productive research) as well as general scholastic aptitude (i.e., secondary school grades, rank in class, SAT or ACT scores, CEEB Achievement Test results, program of study, the application essay, and recommendations). Admission to the program is competitive. While no specific cutoffs are imposed in reviewing candidates, most successful applicants will rank in the top 10 percent of their secondary school class while enrolled in a demanding curriculum. The pursuit of Honors or Advanced Placement courses, where available, is highly desirable. An interview with an admissions staff member is recommended but not required.

All candidates for the Honors Degree Program are strongly urged to submit the results of three Achievement Tests from the College Board, including English Composition, Mathematics, and one examination of the student's choice. Standardized test scores should reflect outstanding potential for success in a demanding college program.

2. ENTRANCE CRITERIA FOR TRANSFER STUDENTS

Transfer students with ten or fewer course units may also be selected for admission to the Program. The Board will review the student's prior college performance in addition to the entrance criteria previously stipulated in Section 1.

3. ENTRANCE CRITERIA FOR ROLLINS STUDENTS

Students may also be admitted to the Honors Degree Program after they have attended Rollins, normally at the beginning of their sophomore year. Following the fall term, freshmen with a 3.5 GPA and above will be informed that they may apply for admission to the Honors Program. Those students who choose to apply should have recommendations from three of their Rollins professors sent to the Board. On the basis of high school, Rollins records for at least the first year, and faculty recommendations, the Board will issue invitations for membership into the Honors Degree Program. The number of invitations will, of course, be limited by the number of spaces anticipated in the next year's class.

Those students admitted to the program in this manner are eligible for waiver of general college requirements, based upon their high school and Rollins records. They are expected to take the core curriculum of the program, *HC 201* through *HC 399*, with the incoming class, and *HC 401* in their penultimate year. They are not, however, eligible to graduate in three years. Otherwise, students admitted to the program after attending Rollins have all

the same responsibilities, privileges, and rights as other Honors students, including the fourth-year tuition grant.

Graduation Requirements

To receive an Honors Bachelor of Arts Degree, candidates must satisfy course and credit, grade and examination requirements.

A. Course and Credit Requirements

1. Seminars

HC 201: The Great Lives: Honors Seminar

HC 202: The Methods of Discovery: Honors Seminar

HC 301: Contemporary Issues: Honors Seminar

HC 401: Junior Seminar: Contemporary Social Issues

HC 450: Honors Research Seminar (one-half course unit)

2. Independent Studies

HC 399: Tutorial or Research Project

HC 498/499 Honors Research Project (two course units)

3. General Education Requirements

Writing Reinforcement (R)

Knowledge of Other Cultures (C)

Decision Making and Valuation (V)

Foreign Language (F)

Lab Science (O or P)

4. Major Field

All courses required for major (12-16 course units)

5. Electives

Including an optional minor of 6-8 courses (8-12 course units)

Honors Degree students must normally fulfill the above academic requirements in no less than 35 courses and 35 course units. In addition, for the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

Basic Physical Education 1

Physical Education 1

Nonetheless, the program does support the principle of a sound mind in a sound body and therefore recommends the usual four physical education courses.

B. Grade and Examination Requirements

Candidates for the Honors B.A. Degree must maintain a minimum cumulative average of 3.333 to continue in the program and earn the degree. Honors at graduation (Cum Laude, Magna Cum Laude and Summa Cum Laude) will be awarded in the

Honors Program on the basis of cumulative GPA, as is presently the case in the rest of the College. The criteria are as follows:

3.50 - 3.66	Cum Laude
3.67 - 3.83	Magna Cum Laude
3.84 +	Summa Cum Laude

The Honors Degree Supervisory Board

Since 1976, the Honors Degree Supervisory Board has monitored the policies and procedures of the Honors Degree Program. The Board is composed of the Dean of the Faculty or designate, the Director of the Honors Degree Program (a faculty member), the Deans of Admissions, or designate, the Registrar, three other faculty members, and four student representatives. Faculty members of the Board are appointed annually, and four student members are elected annually by the Honors Degree candidates of their respective classes. These representatives may call meetings of the Honors Degree students during the year to discuss the program and suggest changes.

Curriculum

A central feature of the Honors Program is its emphasis on a rigorous community of learning through seminar courses and multiple faculty participation. The core curriculum (*HC 201* through *HC 450*) provides the Honors students with a shared experience as they progress through the college as a group. The seminar approach to this curriculum gives the students a chance to participate in an atmosphere of collaborative learning, bringing together and comparing their work. Each person adds to the community his or her own unique experiences and views to generate a lively exchange of ideas and knowledge. Each seminar is designed to provide interaction with a number of faculty in addition to the regular teacher who often operates as a master-learner. The result is a unique network of communication and a flexible educational environment.

Course of Study

HC 201 The Great Lives: Honors Seminar [1 C.U.]: A study of the productivity and genius of men and women representing the areas of: natural sciences and mathematics, social sciences, and arts and humanities. One faculty member from each of these areas teaches a third of the course to develop the character and culture of a "great life." The persons are chosen because they present a conflict of views or because they share

the same theme, culture, or period of history. Required of first term Honors students. Fall term.

HC 202 *The Methods of Discovery: Honors Seminar* [1 C.U.]: An exploration of the basic epistemology of the arts and sciences through a comparative study of their methods. This course supplies a brief introduction to most of the disciplines, and faculty from several departments serve as guest speakers. Required of second term Honors students. Spring term.

HC 301 *Contemporary Issues: Honors Seminar* [1 C.U.]: An exploration of a single issue of vital concern as chosen in consultation with the students. The issue chosen must involve the integration of information gathered from all divisions of the curriculum. Planned in the first year, the issue is studied normally during the fall of the sophomore year. In the following winter term, the student pursues a related independent study. These activities culminate in the spring when the issue is presented to the community through a forum, a symposium, or a publication. Required for sophomore Honors students (for permission to take later, apply in writing to the director).

HC 399 *Independent Study: Winter Term*: An independent study that is an extension of the student's involvement in **HC 301** during the second year. It offers an opportunity to explore the topic from the perspective of a single discipline with the guidance of an appropriate mentor. It allows for an intensive examination of a particular facet of the issue to be presented to the college community through lectures, symposia, or publications as coordinated by the participating Honors students.

HC 401 *Junior Seminar: Contemporary Social Issues* [1 C.U.]: An examination of two to four contemporary issues, ones that are recurring themes/events in the national press. Using the expertise of various disciplines represented in the class (and on campus), a systematic study of these issues is carried out in a seminar fashion, examining the historical and intellectual context of the current discussions, as well as probing the implications of the issues for the students as citizens of the larger world. The instructor acts as a tutor, helping guide students' research into these issues, providing critiques of the presentations, and arranging for special guest discussants (from the faculty or the community) where appropriate.

HC 450 *Senior Honors Research Seminar* [.5 C.U.]: A two-term seminar which helps students prepare their Senior Honors Research Project, not just for their committee presentation, but for a wider audience of students and faculty in the program and in the college community. In the fall, emphasis is placed on searching the literature and communicating the thesis and methodology of the proposed project. In the spring, students discuss their progress in a seminar format and organize a symposium to disseminate their findings to the college community. Graded on a credit/no credit basis.

HC 498/499 *Senior Honors Research Project* [2 C.U.]: A two-term independent study normally conducted in the student's major field and during any two terms of the senior year. The Honors Project entails performing intensive research to be defended before a committee of three faculty members and supported by a comprehensive examination in the student's major field.

African/African-American Studies (minor only)

Vargas (Coordinator)

The African and African-American Studies (AAAS) minor is an interdisciplinary program in which students can explore the cultures, society, history and art of Africans and their New World descendants. In this light, in-depth and focused course work will be taught by professors of Anthropology, Sociology, Economics, Philosophy, Religious Studies, Women's Studies, English, Foreign Languages, Theatre, Dance, Music and Visual Arts.

Requirements: Eight (8) Courses

CORE COURSES

AN 257 Africans in the New World

AN 262 Peoples and Cultures of Africa

H 247 Race in American History

LACA 201 Foundations of Caribbean Culture and Society

Women's Studies course on women of African descent

ELECTIVE COURSES

Two electives at the 300 or 400 level chosen from the list below

INDEPENDENT STUDY

Arranged with appropriate instructor in the student's junior or senior year (Note: Non-core courses are subject to AAAS committee approval)

Elective Course Offerings

ANTHROPOLOGY

AN 257 Africans in the New World

AN 262 Peoples and Cultures of Africa

DANCE

AF-D 120W African and Caribbean Dance

D 177 Beginning Jazz Dance I

D 277 Intermediate Jazz Dance I

D 377 Advanced Jazz Dance I

ECONOMICS

EC 136 Political Economy of African Development

ENGLISH

E 275 Selected Studies in Minority Literature

E 354 Contemporary African-American Drama

E 360 Multicultural Women Writers

FOREIGN LANGUAGES

FR 322 Topics in Francophone Civilization: Africa and the Caribbean

FR 422 Topics in Francophone Studies: Africa and the Caribbean

HISTORY

H 247 Race in American History

H 270 History of Africa to 1880

H 271 History of Africa Since 1880

H 335 History of the South

H 357X History of South Africa

H 359 Black Politics in South Africa

H 335 History of the South

LATIN AMERICAN AND CARIBBEAN STUDIES

LACA 201 Foundations of Caribbean Culture and Society

LC-AN 400X Seminar: in Latin American and Caribbean Affairs

MUSIC

MU 107 Jazz and Blues

MU 177W Music of African Americans in the United States

PHILOSOPHY AND RELIGION

R 237W Martin and Malcolm on America: A Dream or a Nightmare

SOCIOLOGY

SO 355 Race and Ethnic Relations

Anthropology

Lauer (Chair)
Libertus

Moore
Pequeno
Stewart
Vargas

The major in Anthropology is designed to give students a broad exposure to the related subdisciplines of the field. Students are required to take courses in cultural anthropology, biological anthropology, archaeology, and linguistics.

A background in Anthropology gives students the analytical and research skills necessary for understanding the complexities of the world's cultures. It is also excellent preparation for careers in business, law, government, and medicine.

Because Anthropology emphasizes field research, the department provides students with opportunities to visit and study other modern cultures, and to analyze fossils and archaeological materials.

Anthropology is a unique discipline because of the many interests and approaches it encompasses. Studies of cultural behavior, non-human primate behavior, archaeology, social change, the biological basis of human society, and the development of civilization are all relevant to anthropologists.

The Anthropology Major Program

1. A major in Anthropology requires a minimum of twelve courses, at least eight of which must be taken within the Anthropology department at Rollins College.
2. Because the department relies heavily on advising for program direction, it is mandatory that students declare their major early and choose an adviser in the department.
3. After a student has entered Rollins, all core courses must be taken at Rollins College.

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

Each student must complete the following five core courses:

AN 200 Cultural Anthropology

AN 210 Human Evolution

AN 300 Development of Anthropological Thought

AN 323 Foundations in Archaeology

AN 351 Language, Culture & Society

The student is also required to take:

- a. Two additional elective courses in Anthropology, Sociology, AAAS, or LACA
- b. One elective at any level in Anthropology
- c. Three additional 300 or 400-level courses in Anthropology
- d. One seminar in the junior or senior year, or one semester of senior research in Anthropology. The prerequisite for these courses is the completion of the core program.

The Anthropology Minor Program

A minor in Anthropology requires a minimum of 8 courses, at least 6 of which must be taken within the Anthropology department at Rollins College.

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

Each student must complete the following 5 core courses

AN 200 Cultural Anthropology

AN 210 Human Evolution

AN 300 Development of Anthropological Thought

AN 323 Foundations in Archaeology

AN 351 Language, Culture & Society

The student is also required to take:

- a. Two additional 300 or 400-level courses in Anthropology
- b. One elective at any level in Anthropology

Course of Study

AN 150 Peoples and Cultures of the World [1 C.U.]: A comparative survey of past and present peoples of the world. This course introduces students to the diversity and underlying unity of human culture from an evolutionary and ecological perspective. Suitable for non-majors.

Moore/Stewart

AN 200 Cultural Anthropology [1 C.U.]: An introduction to the basic concepts and methodology in the study of culture and human socialization through a comparative analysis of the cultural systems of both pre-industrial and industrial societies. Special focus is placed upon the interrelationships of cultural adaptation and human behavior. Suitable for non-majors.

Pequeno

AN 205/305 [1 C.U.]: Studies of subdisciplines of Anthropology; varied from year to year as to focus. May be repeated for credit.

Staff

AN 210 Human Evolution [1 C.U.]: An introduction to physical anthropology. This course examines the basis of evolution in humans. It begins with a review of genetics, including the forces of evolution, and then turns to non-human primates in a search for models for human physical and cultural evolution. The majority of the time is spent on the human fossil record, and analysis of changes in human form and material culture. Debates among human paleontologists are examined and used to illuminate how science works. Suitable for non-majors.

Lauer

AN 228 Origins of Civilization [1 C.U.]: A survey of the origins and cultures of the early civilizations of the world and their roots, covering hunter-gatherers, the Neolithic, the Sumerians, Egyptians, Mayans, Aztecs, and Incas. This course emphasizes past life ways and processes of culture change as compared to modern civilization. Suitable for non-majors.

Stewart

AN 238 Biblical Archaeology [1 C.U.]: A study of the culture and history of the ancient Hebrews, Kingdom of Israel, Christians, and their neighbors as described in the Bible and revealed by archaeological findings. This course uses archaeology, cultural anthropology, and history to reconstruct ancient life in the Holy Land. Suitable for non-majors.

Stewart

AN 252 Peoples and Cultures of China [1 C.U.]: An introduction to the cultures and peoples of Mainland China from primitive times until the present. This course places emphasis on an anthropological understanding of Chinese history and culture. Suitable for non-majors.

Moore

AN 254 Peoples and Cultures of Japan [1 C.U.]: A survey of Japanese culture including both its origins and its contemporary configurations. Social institutions such as the family, the traditional and modern state systems, and the modern Japanese corporation are considered. The effects of modernization and the influence of the West on Japanese culture are evaluated, and predictions regarding Japanese society are examined. Suitable for non-majors.

Moore

AN 257 Africans in the New World [1 C.U.]: An introduction to issues in and cultures of the African Diaspora in the New World. Although the ethnographic focus is on African-Americans in the U.S., case studies are also drawn from Canada, the Caribbean, and South America. Topics include: the socio-historical background of the anthropological study of "black peoples"; a critique of key theoretical issues in African-American anthropology; ethnographic literature from each of the Americas; and a critical assessment of indigenous anthropological literature, i.e., African-American scholarship. Note: It is highly recommended that this course be taken *after* **AN 262, Peoples and Cultures of Africa**.

Vargas

AN 262 Peoples and Cultures of Africa [1 C.U.]: A survey of Africa south of the Sahara as a geographic and cultural area. Where the indigenous Africans originated;

how their cultures evolved; and the influences of pre-Islamic Egypt, Arabia, Southeast Asia, and Europe are covered. The religions, languages, family systems, legal and political traditions, and modes of subsistence of various African ethnic groups and nation states are considered in detail. The influences of African culture on North American, Caribbean, and South American cultures are also surveyed. Note: It is highly recommended that students take this course *before* taking *AN 257, Africans in the New World*.

Vargas

AN 275 Sex and Gender: Biology and Culture [1 C.U.]: A consideration of the extent to which sex roles are culturally or genetically determined. The approaches of biology, sociology, psychology and anthropology for understanding the sexes are considered. Emphasis is placed on a cross-cultural study of gender roles using material from non-Western societies, and applying acquired knowledge to understanding the present status of the sexes in our own culture. Suitable for non-majors.

Lauer

AN 300 Development of Anthropological Thought [1 C.U.]: Issues and concepts in the development of anthropological thought. *Prerequisite*: junior/senior majors or consent.

Pequeno/Vargas

AN-LC 305 Sex and Gender in Latin America and the Caribbean [1 C.U.]: Description listed in LACA section of this catalogue.

AN 315 Contemporary North American Indians [1 C.U.]: This course is designed to acquaint students with the American Indians in the twentieth century. American Indian legal rights, land claims, self-government, and social and militant movements are examined and discussed. Emphasis is placed on change and development in Indian communities from the beginning of the reservation era to the advent of urban Indian enclaves.

Libertus

AN 323 Foundations in Archaeology [1 C.U.]: General inquiry into the anthropological sub-discipline of archaeology including field work, laboratory analysis, and archaeological theory. Students interpret past human behavior and culture change from stone tools, ceramics and other artifacts, dietary remains, and settlement patterns. *Prerequisite*: one AN course or consent.

Stewart

AN 330 North American Archaeology [1 C.U.]: The anthropology of North American Indians in the past—from their migration from Asia into the New World to the arrival of the Europeans. Twenty thousand years of Native American cultural development are covered including: Southwestern Pueblos, Southeastern mound builders, ancestors of the Iroquois, and the now-extinct native peoples of Florida. *Prerequisite*: one AN course or consent.

Stewart

AN 335 Historical Archaeology [1 C.U.]: A study of culture change in the United States through material culture studies of the past and present. Topics include: prehistoric and historic North American Indians, Colonial America, slavery in the Ante Belum South, and industrial revolutions of the nineteenth and twentieth centuries.

Prerequisite: one AN course, one SO course, or consent.

Stewart

AN 351 Language, Culture and Society [1 C.U.]: A consideration of the origin of language, linguistic change, the variability of speech vis-a-vis social factors (sex, class, ethnicity), and the functions of language in shaping and reflecting cultural beliefs and values. Also covered are studies in meaning, extended meaning and metaphor, and the development of special language systems, such as jargons, naming systems, and slang vocabularies.

Moore

AN/ES 355 Dynamics of Socio-Cultural Change [1 C.U.]: Basic anthropological approaches to the theory of socio-cultural change. This course covers: evolutionism, cultural ecology, diffusionism, historical and economic materialism, and technological determinism. Applications in recent research on tribal and peasant peoples, as well as modern industrial society, are emphasized. Basic methodology in applied anthropology and development is introduced, and students act both as a change agent and as a change analyst. *Prerequisite:* one AN course, or consent.

Pequeno

AN 356 Anthropology of Law and Politics [1 C.U.]: An examination of the relationship between legal/political systems and such aspects of human culture as technological, economic, religious, and family systems. Particular attention is paid to the nature of substantive and formal law in societies which lack state-level governments, systems of conflict resolution, the evolution of formal law in conjunction with the emergence of the state, and the nature of the moot and the formal court in non-Western societies. *Prerequisite:* one AN course or consent.

Moore

AN 360 Culture and Personality [1 C.U.]: An analytical discussion of past and present anthropological and psychological concepts of culture and personality theory. The course includes comparative (cross-cultural) personality assessment and an introduction to basic testing devices employed by psychological anthropologists in the field. Psychosocial adaptation in childhood and adulthood under conditions of stability and change, and the effect of dietary practices on personality formation are also discussed. *Prerequisite:* one AN course or consent.

Pequeno

AN 362 Urban Anthropology [1 C.U.]: A study of the city in various cultures. The evolution of both early cities (e.g., Mesopotamian and Mayan) and modern metropolises will be considered with an emphasis on human adaptation in urban contexts.

Moore

AN 365 Anthropology of Religion [1 C.U.]: A study of religion in relation to other aspects of culture with particular focus on non-Western, preliterate, and ancient religions. Topics include: mythology, magic, witchcraft, totemism, ceremonial organization, and cognitive structures. *Prerequisite*: one AN course or consent.

Vargas

AN 367 Black Women Cross-Culturally [1 C.U.]: An examination of the activities and roles of women in Africa and its diaspora. Such topics as Amazon warriors, female circumcision, "woman-marrying-woman," underground railroad "conductors," maroon slave rebellion leaders, and arms-bearing liberation soldiers are covered.

Staff

AN 375 The Social Life of Monkeys, Apes, and Humans [1 C.U.]: A survey of the world of monkeys, apes, and prosimians, with an eye towards understanding the ecology and social organization of living species. This understanding is then used to explain and interpret the behavior of modern humans. *Prerequisite*: one AN course, one biology course, or consent.

Lauer

AN 390 People Watching—An Introduction to Human Ethology [1 C.U.]: An examination of non-verbal communication in humans. First surveying communication in non-human primates to show the similarities to humans, the course then considers human gestures, postures, spacing behavior, and dressing patterns as means of conveying information. Topics discussed include: courtship and quasi-courtship, territoriality, agonism, pupilometry, and proxemics. Independent fieldwork and a summary report on some aspect of human non-verbal communication are required.

Lauer

AN 465 Seminar on Culture and the Environment [1 C.U.]: A comparative study of the ways in which human cultures adapt to their own environments through time and around the world. Includes such topics as: the effects of technological innovation, population growth, and warfare on humans and their environments, and the ecological lessons we can learn from alternative lifestyles, such as primitive cultures and ancient civilizations. *Prerequisite*: one AN course or consent.

Staff

AN 475 Seminar: Health, Disease and Culture [1 C.U.]: Examines how preliterate cultures explain and treat disease, and then how health and disease patterns in past and present populations are a reflection of human adaptations to the environment. This course also looks at how individuals adapt through genetic, physiological, or cultural mechanisms to the pressures of food supplies, climate, and disease. Topics include: the Black Death, stress diseases, American over-nutrition, and alcoholism. *Prerequisite*: one AN course, one biology course, or consent.

Lauer

AN 499 Research/Internship/Field Experience

Art

Larned (Chair)
Blumenthal
Hallam

Lemon
Softic

Art students concentrate in either Art History or Studio Art for the major or the minor. The art major is required to complete a set of core courses and then select a plan of elective art courses; the art minor must complete eight courses with a focus on either studio or history.

The courses required of art majors complement an overall goal of student development of skills, concepts, and critical awareness. The sequencing of courses in the program is designed to provide the student with the gradual accumulation of knowledge and judgment needed to work in the field of art.

STUDIO ART: The basic studio courses provide the student with problems which require analysis and construction. The student is taught skills and techniques, and is provided a selection of aesthetic choices with which to solve these problems as well as rationales for compositions and color relationships. In other words, students are given ample and diverse opportunities to work with the material and tools of the creative process; the paint, clay and metal and to manipulate resources to an articulation of formal concerns and conceptual issues. Furthermore, the young artist is encouraged to participate in acts of critical analysis and aesthetic judgment with his or her colleagues.

HISTORY OF ART: Courses in art history direct the students to critical perception of the arts as a continuous revelation of the values of civilization; the study is predicated on the assumption that the arts are tangible evidence of the collective values of eras or cultures, or recently, that they are individual symbolic expressions of personal values. Students are expected to develop skills in historical research and communications of ideas and to apply these skills in the form of investigative theses.

Requirements for the Art Major with a Studio Concentration

- A 200 - Introduction to Studio Methods*
- A 201, 202 - Introduction to Art History*
- A 221 - Drawing and Composition*
- A 222 - Two and Three Dimensional Design*

A 231 - Painting I

A 241 - Sculpture I (offered every two years)

A 252 - Printmaking I (offered every two years)

3 courses - Intermediate Studio

4 courses - Advanced Studio (should include painting and sculpture)

1 course - Senior Independent Study in Studio Art

Studio majors will be required to participate in the Senior Art Exhibition at the end of their senior year.

Requirements for the Art Major with an Art History Concentration

A 131 - Studio Foundations for the Non-Major or

A 200 - Introduction to Studio Methods or

A 221 - Drawing and Composition

A 201, 202 - Introduction to Art History

A 311, or 312 - Italian Renaissance Art I or II (offered every two years)

A 320 - Nineteenth-Century Art

A 323 - Twentieth-Century Art

5 courses - Period Concentration Courses

1 course - Senior Independent Study in Art History

Requirements for the Studio Art Minor

A 200, 201, or 202, 221, 222, 231, or 252 and three electives in Studio Art (should include painting and sculpture).

Requirements for the Art History Minor

A 131, or A 200, or 221; 201 or 202, 311 or 312, 320, 323, and three electives in Art History

Course of Study

A 101 Introduction to Art and Artists [1 C.U.]: A non-historical study of visual arts and architecture. Study focuses on thematic and critical approaches to the visual arts. Slide lectures. Freshman course, for non-majors.

Lemon

A 131 Studio Foundations for the Non-Major [1 C.U.]: A general introduction to several areas of the art curriculum for non-majors. Instruction involves concepts and techniques related to drawing, color, and design.

Softic/Staff

A 200 Introduction to Studio Methods [1 C.U.]: A general introduction to various studio techniques for art majors. Instruction involves concepts and applied skills related to drawing, painting, and printmaking. Required of majors in the first year.

Softic

A 201/202 Introduction to Art History [1 C.U.]: A chronological survey of visual art—architecture, sculpture, and painting. Illustrated lectures, discussions, and outside reading reports. (High school credit in survey of art history accepted.) Fall term: Western art from ancient times through the Middle Ages. Spring term: the visual arts from the Italian Renaissance to the present. Suitable for non-majors.

Hallam

A 219 Arts of Ancient and Classical Civilization [1 C.U.]: A study of architecture, sculpture, painting, and the minor arts of Egypt, Mesopotamia, Anatolia, Crete, Greece, and Italy. Intermingling of influences from area to area is traced. Alternate years. Offered in 1993-94.

Hallam

A 221 Drawing and Composition [1 C.U.]: Covers still lifes, figure studies, and abstracts. All drawing media such as ink, pencil, charcoal, and conte are explored. Students discuss their compositions in individual and group critiques. Required of majors in the second year.

Larned

A 222 Two and Three-Dimensional Design [1 C.U.]: Explores graphic design concepts and three-dimensional form. The course discusses design principles and elements in the context of the visual arts, as both applied design and pure design. The design fundamentals provide a foundation for studies in sculpture, painting, and graphics.

Larned

A 231 Painting I [1 C.U.]: A foundation level studio course providing a framework of ideas and experiences related to the structure of painting and to the creative process. Students draw, paint, and discuss their work in individual and group critiques. Required for majors, but suitable for non-majors. *Prerequisite:* A 200 or consent.

Softic

A 232/332 Special Studies in Drawing and Painting [1 C.U.]: Intermediate and advanced level studies in drawing and painting. Special attention is given to the development of individual points of view. *Prerequisite:* A 131, A 221, or consent.

Softic

A 241/242 Sculpture I [1 C.U.]: An exploration of traditional and contemporary sculpture modes and techniques with the objective of giving a general understanding of the basic sculptural processes. Designed as a foundation course for later studies of specialized areas and techniques. Required for majors, but suitable for non-majors. Alternate years. Offered in 1993-94.

Larned

A 252 Printmaking I [1 C.U.]: Introduction to metal plate, intaglio printing. Students develop plates through the processes of hard and soft ground etching, aquatint, and engraving. Both black and white and color printing techniques are studied. Suitable for non-majors. *Prerequisite*: A 131, A 200, or consent. Alternate years. Offered in 1993-94.

Softic

A 261/362 Jewelry Design I and II [1 C.U.]: Basic and advanced studies of design styles and techniques. Jewelry Design I covers basic silversmithing techniques and centrifugal casting. Jewelry Design II stresses advanced design techniques and stylistic issues of jewelry as a fine art and craft. Jewelry II seeks to expand the historical and aesthetic understanding (developed in Jewelry I) of jewelry as a fine arts medium. Alternate years. Offered in 1992-93.

Larned

A 272 Woodblock Printing [1 C.U.]: Techniques of both plankgrain and end-grain block cutting, engraving, and printing. May be taken by beginning and advanced level students. *Prerequisite*: A 131 or A 200.

Staff

A 282 Collagraph [1 C.U.]: A study of the collagraph, one of the newer printmaking forms which has grown out of twentieth-century experiments with collage and assemblage. Each student develops three or four collagraph plates and prints small editions from them. The course stresses color and design principles in addition to the specific procedures of the collagraph and printing techniques involved. *Prerequisite*: consent.

Softic

A 290 Indian Art of Continental U.S. [1 C.U.]: A survey of North American Indian art, both ceremonial and utilitarian, beginning with the prehistoric mounds of the Ohio River Valley through the crafts of the twentieth-century Southwest. Examples of the arts of the many tribes are studied—organized into the following geographical areas: Woodlands, Southeast, Plains, Southwest, Great Basin, California, and Northwest Coast. Alternate years. Offered in 1993-94.

Lemon

A 293 Photography I [1 C.U.]: An introduction to the fundamentals of the camera and darkroom techniques. Includes: basic camera operation; a variety of films, papers, developers; and printing techniques. *Prerequisite*: A 200, or consent.

Larned

A 306 Illustration I [1 C.U.]: Designed for students with adequate background in drawing, design and painting who wish to apply these skills to the discipline of illustrative art. A variety of black and white and color assignments focus on the artistic and communications skills required of the contemporary illustrator. *Prerequisites*: A 221, 222, 231, consent.

Softic

A 309 Medieval Art and Architecture [1 C.U.]: A study of architecture, sculpture, painting, and the minor arts including the decline of classical art, the emergence of Early Christian and Byzantine art, and the interrelationships between arts of the East and the West. Special attention is given to sources and development of Romanesque

and Gothic styles, examined as symbols of human life, belief, and ideas. *Prerequisite:* sophomore status. Alternate years. Offered in 1992-93.

Hallam

A 310 Northern Renaissance Art [1 C.U.]: The development of painting techniques and styles, and the iconology of the fifteenth and sixteenth centuries north of the Alps. Analogies between visual arts and contemporary humanist ideas are explored. Slide lecture. *Prerequisite:* sophomore status. Alternate years. Offered in 1992-93.

Lemon

A 311 Italian Renaissance Art I [1 C.U.]: A chronological study of the first half of the Italian Renaissance. The course begins with the proto-Renaissance painting of Cimabue, Giotto, and Duccio, and makes an extensive examination of the ideas and aesthetics of the fifteenth century, especially as they were manifest in Florence. Slide lecture. *Prerequisite:* sophomore status. Alternate fall terms. Offered in 1992-93.

Lemon

A 312 Italian Renaissance Art II [1 C.U.]: The art and architecture of the High Renaissance and the Mannerist movements. The study begins by looking at the work of Leonardo and Michelangelo in Florence and Rome, and concludes with the painting of Bronzino and Vasari. Slide lecture. Alternate spring terms. Offered in 1992-93.

Lemon

A 313 Baroque and Rococo Art [1 C.U.]: The seventeenth-century Baroque style in Italy, Holland, Flanders, France, England, and Spain from its Renaissance and Mannerist sources through its termination in the eighteenth-century Rococo style. *Prerequisite:* A 311 or A 312. Alternate years. Offered in 1992-93.

Lemon

A 320 Nineteenth-Century Art [1 C.U.]: The succession of styles in nineteenth-century painting. This course highlights the leadership of France, and shows in the painting of the nineteenth century the basis for abstract art of the present time. *Prerequisite:* sophomore status or consent.

Hallam

A 322 Art of the United States [1 C.U.]: Architecture, sculpture, and painting in the United States from the founding of the colonies to World War I. The course traces America's emergence from a reflection of European influence to a position of independence in the first two decades of the twentieth century. *Prerequisite:* sophomore status. Alternate years. Offered in 1993-94.

Lemon

A 323 Twentieth-Century Art [1 C.U.]: The influences, origins, and trends in painting since the Impressionist movement of the 1870s through the various styles of this century. Art is studied as reflecting social and political values of modern times. *Prerequisite:* sophomore status.

Hallam

A 325 Art of Spain [1 C.U.]: The development of Spanish cultures reflected in architecture, sculpture, painting, and the minor arts from early Iberia to the twentieth century. Emphasis is given to outside influences (Roman, Moorish, etc.) and how they affected Spanish art. Alternate years. Offered in 1992-93.

Hallam

A 331 Painting II [1 C.U.]: Intermediate-level study involving the student in further investigation of style and technique. *Prerequisite:* A 231.

Softic

A 340/440 Water Color [1 C.U.]: Studies in the handling of transparent watercolor, acrylic, and tempera, treating still life, landscape, and the figure. Alternate years. Offered in 1991-92.

Softic

A 341 Design II [1 C.U.]: An intermediate-level design course. Emphasis is on strengthening design portfolios. Course work consists of directed study with projects encouraging individual development. *Prerequisite:* A 222 or consent.

Larned

A 342 Sculpture II [1 C.U.]: Builds upon concepts covered in Sculpture I. This course explores different techniques, styles, and materials, many not traditionally associated with sculpture, and a combination of perceptual and conceptual study of form. *Prerequisite:* A 241/242 or consent.

Larned

A 343/443 The Human Figure [1 C.U.]: A combined drawing and painting course for advanced students. Includes the study of anatomy and drawing and painting projects from figure and portrait models. *Prerequisites:* previous drawing and painting studies and consent.

A 352 Printmaking II [1 C.U.]: Intermediate level intaglio printing. This course emphasizes color techniques and development of individual uses of the intaglio medium. *Prerequisite:* A 252 or consent.

A 372 Printmaking III: Lithography [1 C.U.]: For advanced students with adequate background in drawing, painting, and printmaking. *Prerequisite:* four studio courses.

Peterson

A 380/381 Special Categories in Art History [1 C.U.]: Surveys of selected areas (Art Nouveau, Art Deco) of art history not encompassed by the departmental sequences of period courses. Alternate years. Offered in 1993-94.

Hallam

A 385 Museum Studies [1 C.U.]: An experience in the understanding of art museum work. This seminar is part reading, writing, studying, looking, thinking, inquiring into, and part hands-on experience. Day trips are planned to museums and art collections. Alternate years. Offered in 1992-93.

Blumenthal

A 394 Photography II [1 C.U.]: An advanced level course covering aesthetics, historical themes, and contemporary trends in photography. Study focuses on the conceptual

Courses of Instruction

basis of creative expressions, but also seeks to refine and develop an understanding of camera and darkroom techniques. *Prerequisite: A 293* or consent.

Larned

A 424 *Movements in Contemporary Art* [1 C.U.]: A selected study of significant art works since World War II, stressing their interrelationship and the sociological trends which they represent. A seminar with critical studies. *Prerequisite: A 323*. Alternate years. Offered in 1992-93.

Lemon

A 431 *Advanced Painting* [1 C.U.]: For advanced painting students concentrating on a wider investigation of contemporary forms and the development of individual viewpoints. Individual and group critiques. *Prerequisite: A 331* or consent

A 499 *Senior Independent Study* [1 C.U.]: Required course for all graduating seniors.

Australian Studies (minor only)

Coordinator: Hoyt Edge

The Australian Studies minor, based upon the Rollins Programs in Sydney and Melbourne, fosters a mutual intellectual as well as social understanding between Australia and the United States through a sound educational program.

Thanks to the faculty exchange program begun in January 1981, one or two visiting professors from Australia are invited to Rollins each winter term. Recent lecturers have been Colin Sale in Environmental Studies, Gaynor Macdonald in Aboriginal Anthropology, Jock Collins in Economics, Mark MacLeod in Australian Literature, and Karel Reus in Philosophy and Religion.

Curriculum

To complete an Australian Studies minor, a student must enroll for one term in the Rollins Program in either Sydney or Melbourne, and complete at least four courses in Australian Studies for grade point credit.

FALL TERM IN SYDNEY

In Sydney, students seeking the minor must take two core courses

AU-ES 388 The Australian Environment or AU-B The Flora and Fauna of Australia plus AU-H 288 Australian History. The balance of the four required courses are chosen from the following:

AU-A 288/388 Australian Art

(Art majors must take the 300 level.)

AU-AN 288 Australian Aboriginal Studies

AU-E 388 Australian Literature

AU-EC 288/388 The Economy of Australia

(Economics majors must take the 300 level)

AN-B 288 The Fauna and Flora of Australia

AN-ES 388 The Australian Environment

ROLLINS IN MELBOURNE

Students have the option of studying in Melbourne for the following terms:

Term I: mid-July to mid-November

Terms II: February - June

Terms I & II: Full year

Term I or Term II fulfills the study-abroad portion of the Australian Studies minor.

Curricula for the Melbourne program:

Term I: 4 courses

- A) 1 course, normally related to the student's major, in the Faculty of Arts division of the University of Melbourne
- B) *Australian Culture Seminar*
- C) *The Ecology of Victoria*
- D) *Australian Literature*

Term II: 4 courses

- A) 1 course, normally related to the student's major, in the Faculty of Arts division of the University of Melbourne
- B) *Australian Culture Seminar*
- C) *Environmental Issues in Australia*
- D) *Australian Literature*

To receive a minor, a student must complete two more approved courses in Australian Studies on Rollins' campus. Approved courses and independent studies are offered by visiting faculty from Australia and by Rollins professors qualified to teach Australian Studies.

Sydney Courses

AU-A 288/388 Australian Art [1.25 C.U.]: Australia's main schools and movements from the eighteenth to twentieth centuries (including contemporary developments), will be studied from an international art historical perspective. Excursions to public and commercial galleries in Sydney and Canberra supplement the lecture programs.
Symonds

AU-AN 288/388 Australian Aboriginal Studies [1.25 C.U.]: The course presents a historical overview of relations between Aboriginal people and Europeans in Australia and discusses the contemporary social and political dimensions of Aboriginal life. There is opportunity for students to extend their own interest areas to the Aboriginal context.
Newman

AU-B 288 The Fauna and Flora of Australia [1.25 C.U.]: Field-oriented studies of Australian plants and animals, with particular emphasis on the unique character of Australia's biota. Field work will concentrate on ecological aspects using the variety of representative habitats available in the Sydney area.
Manton

AU-E 388 Australian Literature [1.25 C.U.]: A survey of fiction and drama from realist writing about the Bush in the 1890's to the work of Patrick White, Elizabeth Jolley, and other contemporary writers. There are opportunities for students to follow up special interests such as feminist writing, writing by Aborigines, and recent poetry.

Staff

AU-EC 288/388 The Australian Economy [1.25 C.U.]: A study of the structure of the Australian economy-how it was developed, how it works and the problems of inflation and unemployment currently facing the nation.

Collins

AU-ES 388 Australia's Physical Environment [1.25 C.U.]: A series of lectures and field trips designed to acquaint students with the geographical variables in climate, physiography, geology and hydrology of the coastal, estuarian, rolling uplands, and interior regions.

Sale

AU-H 288 Australian History [1.25 C.U.]: An interpretive survey of Australia's history from the first human settlement to the present day with emphasis on the European occupation over the last two centuries.

Broomham

Melbourne Program

Term I (July - November)

AU-E 388 Australian Literature [1.25 C.U.]: A study by themes of prose fiction and verse from the late nineteenth century to the present. Themes will be selected for focused study; such as:

- Growing up in Australia
- Landscape and spirit
- Australian-ness
- People at close quarters

Writers studied include Henry Lawson, Patrick White, Judith Wright and David Malouf.

Hansen

AU-ES 387 The Ecology of Victoria [1.5 C.U.]: An introduction to a broad cross-section of the flora and fauna of the continent as well as to the many species that are unique to the state of Victoria. The adaptations of plant and animal life to the environment and climate of Australia are studied through visits to special habitats and supported by studies in zoos, wild life sanctuaries and in the laboratory.

Lee

AU-HU 388 Australian Culture Seminar [1.25 C.U.]: An overview of Australian culture, introducing students to various genres from the colonial period through contemporary writing. The course includes: poetry of black and white Australians, historical fiction, autobiography, and visual and performing arts.

Reus/Staff

Courses of Instruction

Term II (February - June)

AU-E 389 Australian Literature (L) [1.25 C.U.]: A study of themes of prose fiction and verse from the late nineteenth century to the present. Themes will be selected for focused study; such as:

- *Growing up in Australia*
- *Landscape and spirit*
- *Australian-ness*
- *People at close quarters*

Writers studied include Henry Lawson, Patrick White, Judith Wright and David Malouf.

Davenport

AU-ES 389 Environmental Issues in Australia [1.5 C.U.]: Field-oriented studies of an environment that has undergone extraordinary changes during the two hundred years of European settlement. The field component of the course features trips to areas experiencing severe environmental stress to study them at first hand and meet some of the protagonists in current environmental debates.

Lee

AU-HU 389 Australian Culture Seminar [1.25 C.U.]: An overview of Australian culture from the colonial period to the present with emphasis on the diversity of experience that characterizes life in Australia today.

Reus/Staff

Biology

Klemann (Chair)
 Coleman
 Gregory
 Richard

Scheer
 Schmalstig
 Small

The Biology major provides a broadly based, balanced program that exposes the student to a wide variety of field, laboratory and classroom experiences fundamental to the life sciences. With this academic background some Rollins graduates in Biology have gone directly to positions in environmental laboratories, secondary school teaching, and industry. Others have chosen to continue their education to obtain graduate or professional degrees in Biochemistry, Botany, Dentistry, Environmental Engineering, Forestry, Genetics, Marine Biology, Limnology, Medicine, Microbiology, Nursing, Nutrition, Veterinary Medicine, Zoology, or other biological disciplines.

The requirements of the major are the satisfactory completion of 12 courses in Biology, three courses in Chemistry (*C 120, C 121, C 220*) and one course in Physics (*P 120 or P 201*). The courses required within the Biology Department are: *General Biology I and II (B 120-121)*, one course from each of the following groups.

Group I: Organismal Biology

- B 223 Comparative Vertebrate Anatomy*
- B 229 Microbiology*
- B 234 Plant Kingdom*
- B 236 Invertebrate Zoology*
- B 237 Vertebrate Zoology*
- B 260 Developmental Biology*
- B 270 Plant Growth and Development*

Group II: Physiology

- B 311 Plant Physiology*
- B 312 Animal Physiology*
- B 360 Cellular Biology*

Group III: Population Biology and Ecology

- B 316 Ecology*
- B 351 Population Biology*
- B 387 Tropical Field Biology*
- B 388 Marine Biology of the Pacific*
- B 394 Marine Biology*

Group IV: Genetics and Molecular Biology

- B 341 Molecular Biology*
- B 408 Genetics*
- B-C 432 Biochemistry*

Group V: Capstone

B 440 Senior Seminar

B 462 Evolution

B 499 Biological Research

Five additional courses (with a minimum of 5 C.U.) are electives within the major, so that a program especially tailored to each student's interests and needs may be designed in consultation with the adviser. A total of five Biology courses must be taken at the 300-400 level, and at least one zoologically-oriented course (e.g., **B 223**, **B 236**, **B 237**, **B 312**) and one botanically-oriented course (e.g., **B 234**, **B 270**, **B 311**, **B 332**) must be included. In addition, satisfactory performance on a comprehensive examination is required for graduation. All B 100-level courses (except **B 120-121**) are intended for students majoring in other fields and may not be counted toward the requirements for a major or minor in Biology.

The requirements of the minor in Biology are: **General Biology I and II (B 120 and B 121)**, **Plant Physiology (B 311)** or **Animal Physiology (B 312)** or **Cell Biology (B 360)**, **Ecology (B 316)** or **Genetics (B 408)**, and two electives (one of which must be at the 300-400 level). At least one botanically-oriented course and one zoologically-oriented course must be included. In addition, two courses in Chemistry (**C 120**, **C 121**) are required.

Because Biology is becoming increasingly integrated with mathematics, chemistry, and physics, students are encouraged to acquire as many skills as possible in these areas. Several of the courses offered in mathematical sciences, including **M 110**, **M 111**, and **B 242** are especially useful to biologists.

Students are encouraged to take the opportunity to do an Independent Research project in either the junior or senior year. For students interested in preparing themselves for graduate programs in biology or professional schools in health-related areas such as medicine, dentistry, veterinary medicine, pharmacy, or medical technology, a thorough introduction to chemistry and physics is highly recommended. Such students are advised to take **Physics 121** and **Chemistry 221** in addition to the courses required for the Biology major. Those interested in a career combining biology and physics may substitute **P 201** for **P 120**, and continue through the **P 202**, **P 203** sequence. These additional courses may be substituted for up to two of the elective Biology courses.

Laboratory assistantships are available to students with demonstrated abilities. These assistantships offer valuable practical experience and additional educational opportunities as well as financial benefits.

Course of Study

B 110 The Microbial World [1 C.U.]: An introduction to basic biological concepts through the investigation of the world of microorganisms. Topics to be covered include cell structure, genetics and metabolism. Applications of this material will focus on the

role of bacteria, viruses and fungi in our lives, including infectious disease, microbial ecology and industrial microbiology. Non-laboratory course for non-science majors.

Gregory

B 112 Biological Aspects of Nutrition [1.5 C.U.]: The study of foods, nutrients, and the biological processes by which the organism ingests, digests, metabolizes, transports, utilizes, and excretes food substances. Current concepts in scientific nutrition are derived from systematic observations and experimental investigations. Both the utility of these data and their limitations are discussed as they apply to personal health. Aspects of nutrition are investigated in the laboratory, requiring the analysis of qualitative and quantitative data. Laboratory course for non-majors.

Staff

B-C 201 Integrating Biology and Chemistry [1.5 C.U.]: This entry-level science course has been developed to meet the specific needs of elementary education majors and is suitable as a first course for teachers seeking middle school certification. Principles of chemistry will be related to topics in biology through the integration of lecture and laboratory investigations. Emphasis will be placed on the utilization of easily conceptualized physical models that can be adapted for use in teaching science at the elementary school level.

Gregory/Ramsey

B 113 Plants and Humanity [1.5 C.U.]: An exploration of the science of botany in the context of human affairs. Human dependence on plants is examined through systematic observations and investigations of plant structure and function, development, inheritance, diversity, and environmental interactions. Through discussion and independent projects, the value and limits of scientific approaches to improving the present world's food and biotic diversity crises are considered. Laboratory course for non-majors.

Staff

B 114 Foundations of Genetics [1.5 C.U.]: A discourse on the field of genetics with emphasis on recent developments and their effects on society. The findings in genetics are understood by exploring the mechanisms of genetic inference and the techniques of analysis, particularly quantitative analysis. A large portion of the course is devoted to the principles of heredity and the nature of the gene. Special topics include genetic counseling and recombinant DNA. The laboratory provides the opportunity to apply the scientific method to experiments and the analysis of quantitative data. Laboratory course for non-majors.

Coleman

B 116 Concepts of Biology [1.5 C.U.]: A one-term survey of modern biology for the non-science major. The topics include cell structure and function, development, genetics, physiology, ecology and evolution. Laboratory course for non-majors.

Schmalstig

B 117 Bacteria, Viruses and Humans [1.5 C.U.]: An introduction to the world of microorganisms, with an emphasis on their impact on human life. Basic principles of biology are presented through discussions of the diversity, genetics, and ecology of microorganisms; their food, agricultural, and industrial uses; and their ability to produce

disease in animals and plants. Laboratory exercises demonstrate quantitative and qualitative analysis of bacterial nutrition and the procedures for identification and control of microbes. Laboratory course for non-majors.

Gregory

B 118 Plants in the Environment [1 C.U.]: An introduction to the world of plants with emphases on interactions among humans, plants and the environment. Basic biological principles are examined through discussion of plant structure and function, genetics, and ecology in the context of agriculture. Non-laboratory course for non-majors.

Schmalstig

B 120/121 General Biology I and II [1.5 C.U.]: A two-term survey of modern biology for the science major. Topics include: cell structure and function, genetics, development, anatomy, physiology, diversity, ecology, and evolution. Laboratory required.

Staff

B 123 Human Genetics [1 C.U.]: A survey of human genetics including the relevant biology and technology. Much of the course material is devoted to the principles of heredity. Current and potential applications of these principles to humans are considered. Special emphasis is given to the analysis of these principles and the issues that they raise. Non-laboratory course for non-majors.

Coleman

B 180 Human Reproduction and Development [1 C.U.]: An examination of human reproduction, pregnancy, and parturition. This course explores development from fertilization and early embryonic development through birth to maturity and finally senescence. Congenital abnormalities, their bases in genetics and the environment, and the role of genetic counseling are discussed. Course for non-majors.

Klemann

B-C 201 Integrating Biology and Chemistry [1.5 C.U.]: This entry-level science course has been developed to meet the specific needs of elementary education majors and is suitable as a first course for teachers seeking middle school certification. Principles of chemistry will be related to topics in biology through the integration of lecture and laboratory investigations. Emphasis will be placed on the utilization of easily conceptualized physical models that can be adapted for use in teaching science at the elementary school level.

Gregory/Ramsey

B 223 Comparative Vertebrate Anatomy [1.5 C.U.]: A comparative study of the anatomy of various major vertebrate organisms. Laboratory work consists of study and dissection of protochordates, lamprey, shark, mudpuppy, and cat. Laboratory required. *Prerequisite:* B 121 or consent. Alternate years. Offered in 1991-92.

Small

B 229 Microbiology [1.5 C.U.]: An introduction to the biology of microorganisms. Primary emphasis is on the metabolism, reproduction, genetics, and ecology of bacteria. Sections on immunology, virology, mycology, and infectious disease are also included. The laboratory provides an opportunity to learn basic microbiological techniques and to observe principles discussed in class. Laboratory required. *Prerequisite:* B 120.

Gregory

B 234 Plant Kingdom [1.5 C.U.]: An evolutionary survey of protist, fungi, and plant kingdoms. Topics include the origins and ordering of biological diversity, anatomy, morphology, and reproductive biology. Laboratory and field work required. *Prerequisite:* **B 120** or consent.

Scheer

B 236 Invertebrate Zoology [1.5 C.U.]: A study of the animal kingdom from the motile Protists (Protozoa) through the invertebrate Chordates. Emphasis is on the evolution and organization of animal diversity. Laboratory includes study of as much living material as possible and field studies of representative faunal groups from Central Florida and the Florida Keys. Laboratory and field work required. *Prerequisite:* **B 121** or consent.

Richard

B 237 Vertebrate Zoology [1.5 C.U.]: A systematic survey of the vertebrate Chordates from the jawless lampreys and hagfish through the fishes, amphibians, reptiles, birds, and mammals. Emphasis is on the structural and functional characteristics of these groups, their evolutionary relationships, ecology, behavior, and distributions. Laboratory and field work includes a strong focus on Florida fish and wildlife. Laboratory and field work required. *Prerequisite:* **B 121** or consent.

Richard

B 240 The Biology of Fishes [1.5 C.U.]: A course in ichthyology, the study of fishes. The diversity, life, history, anatomy, physiology, ecology, and evolution of fish are discussed. Several field trips are made to selected marine and freshwater areas of Florida for collection of local fishes which are identified in the laboratory. Anatomy and the major families of fish are also studied in the laboratory. Laboratory and field work required.

Small

B 242 Statistics for Life Science [1 C.U.]: The principles and practice of statistics as it applies to the biological sciences. Topics include: experimental design; descriptive statistics; parametric and nonparametric testing of hypotheses; regression, correlation, and interpretation of results. *Prerequisite:* **M 109** or **M 110** or **M 111**.

Small

B 260 Developmental Biology [1.5 C.U.]: An inquiry into the principles underlying the development of both plants and animals. A comparative approach which examines *gametogenesis, fertilization, patterns of embryonic development, differentiation, and morphogenesis*. The underlying theme of this course is the developmental program which is established during gametogenesis, activated at fertilization and expressed in subsequent development. The laboratory illustrates the principles and patterns of development. Laboratory required. *Prerequisites:* **B 120, B 121**.

Klemann

B 270 Plant Growth and Development [1.5 C.U.]: An observation-experimentation-discussion course examining the structural, biochemical and molecular aspects of growth and development of angiosperms. Development is followed from seed germination, through flowering to seed formation. Laboratory required. *Prerequisite:* **B 120, B 121**.

Schmalstig

B 284/394 Marine Biology [1.5 C.U.]: An introduction to life in the sea. Directed field-oriented studies are conducted in the ecology, diversity, biogeography, and behavior of marine plankton, benthos, and nekton. Emphasis is placed on representative field areas of Florida coasts and the Caribbean. Laboratory required. *Prerequisite:* **B 121** or consent. Every third year. Offered in 1991.

Richard/Small

B 287/387 Tropical Field Biology [1.5 C.U.]: Directed field-oriented studies in the ecology, diversity, biography, and behavior of terrestrial and aquatic organisms of the American Tropics. Emphasis is given to representative ecosystems of Central American (e.g. lowland and mountain rain forest, mangroves, cloud forest, paramo) and the Caribbean (e.g. coral reefs, turtle grass, intertidal). *Prerequisite:* **B 121** or consent. Every third year. Offered in 1993.

Richard

B 288/388 Marine Biology of the Pacific [1.5 C.U.]: An introduction to the marine life of the Pacific Ocean. Directed field-oriented studies are conducted in the ecology, diversity, and behavior of Pacific marine biota. Emphasis is placed on the study of coral reef ecosystems, biogeography, and the development of shallow marine communities. This course is conducted at the Hawaii Institute of Marine Biology of the University of Hawaii on Oahu, and on Hawaii. Laboratory required. *Prerequisite:* **B 121** or consent. Winter term, every third year. Offered in 1992.

Richard/Small

B 311 Plant Physiology [1.5 C.U.]: A study of the functions and processes associated with the life of higher plants. Topics include: water relations, mineral nutrition, cellular and long distance transport, photosynthesis, carbon and nitrogen metabolism, and control of physiological response. Plant-environment interactions are emphasized. The laboratory involves various investigations emphasizing problem-solving in plant physiology. Laboratory required. *Prerequisites:* **B 120, B 121, C 121** or consent.

Schmalstig

B 312 Animal Physiology [1.5 C.U.]: A study of the major processes relating to function of animals at both the cellular and organismic levels. Topics include the functions of the nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Emphasis is given to vertebrate, particularly mammalian, systems but aspects of lower vertebrate and invertebrate physiology are covered. Laboratory required. *Prerequisite:* **B 120-121** or consent.

Small

B 316 Ecology [1.5 C.U.]: A field-oriented course covering the fundamental processes and organization which characterize populations, communities, and ecosystems. Laboratory study emphasizes standard field methodology in the analysis of representative aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades regions. Laboratory required. *Prerequisite:* **B 234 or 236** or consent.

Richard

B 332 Plant Anatomy [.5 C.U.]: The origin and differentiation of cells, tissues and organs of vascular plants. The teaching approach in this laboratory-oriented course has the instructor exploring and explaining the anatomy of higher plants alongside students throughout the term with extensive use of slides. *Prerequisite:* **B 234** or consent.

Scheer

B 340 Topics in Biology [.5 - 1.5 C.U.]: Lecture, discussion, and/or laboratory course dealing with a specialized field of biology. Topics vary but may include: entomology, herpetology, ichthyology, immunology, limnology, mammalogy, molecular biology, nutrition, ornithology, parasitology, physiological ecology, vascular plants, and virology. Laboratory optional.

Staff

B 341 Molecular Biology [1 C.U.]: A study of the chemical processes that occur at the subcellular level. After a review of the macromolecules found in cells, the discussion turns to the interaction of these molecules in various aspects of metabolism. Metabolic processes discussed include the mechanism and regulation of nucleic acid and protein synthesis. Also covered are laboratory techniques and applications to biotechnology and genetic engineering. This is a non-laboratory course for biology majors or students who have completed **B 120** and **C 220**.

Staff

B 351 Population Biology [1 C.U.]: A study of elementary population genetics, ecology, and evolution. This course covers the models and biological applications of these disciplines. Papers in several scientific journals are discussed in order to apply the theoretical models and statistical tests. Classes are devoted to lecture, problem solving, and discussion. Proficiency in algebra is required.

Coleman

B 360 Cellular Biology [1.5 C.U.]: An inquiry into the nature of the cell as the functional unit of life. This course integrates cell physiology with cell structure. In achieving this integration, the following topics are considered: membranes and organelles, cellular energy and metabolism, cellular growth and division, and molecular biology. The laboratory introduces methods in cell biology. Laboratory required. *Prerequisites:* **B 120** and **C 120/121**.

Klemann

B 380 Mammalian Developmental Biology [1 C.U.]: An examination of the physiological processes supporting development—reproduction, pregnancy, parturition, and lactation. This course explores developmental progress from fertilization through embryonic development with the establishment of the major organ systems. *Prerequisite:* **B 120**.

Klemann

B 381 Vertebrate Histology and Microtechnique [1.5 C.U.]: An observation and discussion of the structure and function of vertebrate cells and tissues in the laboratory. The course involves microscopic examination of selected tissues and the preparation of microscope slides. Laboratory required. *Prerequisite:* **B 120** or consent. Winter term, alternate years. Offered in 1993.

Small

B 408 Genetics [1.5 C.U.]: Molecular and Mendelian genetics as it applies to prokaryotic and eukaryotic organisms. Lectures and laboratories cover such fields as molecular, cellular, developmental, Mendelian, and population genetics. A quantitative approach is emphasized, both in the presentation of concepts and genetic analysis. Laboratory required. *Prerequisite:* **C 121**, senior status, or consent.

Coleman

B-C 431 Biochemistry I [1.5 C.U.]: The first of a two-term sequence introducing the principles of modern biochemistry. Emphasis is placed on the chemical nature of proteins, nucleic acids, lipids, and carbohydrates; the functions of proteins; and the metabolic pathways related to the breakdown of carbohydrates. Laboratory required. *Prerequisite:* **C 221**.

Blossey

B-C 432 Biochemistry II [1.5 C.U.]: Completes the introduction to biochemistry. Major topics include: the metabolic degradation of fatty acids and amino acids; biosynthetic pathways for carbohydrates, lipids, amino acids, and nucleotides; biochemical aspects of physiological processes and specialized tissues in higher organisms; and molecular biology of viral, prokaryotic, and eukaryotic systems. Laboratory required. *Prerequisite:* **B-C 431**.

Gregory

B 440 Senior Seminar: Topics in Biology [1 C.U.]: A discussion course dealing with an integrated field of biology. Topics vary but may include: molecular biology, physiological ecology, and evolutionary genetics. The format of the course is student-directed analysis of appropriate classical and contemporary journal articles. *Prerequisite:* senior status.

Staff

B 462 Evolution [1 C.U.]: A "capstone" seminar devoted to the most important unifying theme of biology. The prime emphasis is placed upon processes and mechanisms rather than the products of organic evolution. This course covers new material as well as the opportunity to integrate knowledge accumulated in other courses within the major. *Prerequisite:* senior status.

Scheer

B 296/396/496 Biological Internship [.5 - 1.5 C.U.]: Internship experience with professional scientists.

Staff

B 297/397/497 Directed Studies in Biology [.5 - 1.5 C.U.]: Tutorials on a biological subject of interest to the student with library, laboratory, and field exposure as appropriate.

Staff

B 298/398/498 Independent Study: Library Research [.5 - 1.5 C.U.]: An investigation of the literature pertaining to a specific topic determined by the student in conjunction with a faculty sponsor. May be taken separately or as a prelude to **B 399/499**

in generating a two-term research project. Students meet as a group every other week (weekly during winter term) to report on their research activities.

Staff

B 399/499 Independent Study: Biological Research [.5 - 1.5 C.U.]: Laboratory and/or field research on a topic of interest to the student. Students meet as a group every other week (weekly during winter term) to report on their research activities.

Staff

Business Administration (minor only)

Coordinators: Newman

Ray

Faculty:

Bommelje

Ray

Davison, D.

Rogers

Fischer

Schmidt

Gardner

Siry

Hepburn

Taylor

Kypraios

West, B.

Newman

White-Mills

Winarski

At Rollins we believe that professional studies such as law, medicine, and business properly belong at the graduate level. In business this is often accomplished by pursuit of the Master of Business Administration degree. We also believe that a liberal arts education is the best preparation for professional studies. As a result, Rollins has designed a unique minor in Business Administration which emphasizes, not business content courses, but the liberal arts skills which are most useful for graduate school and careers in business. Our Business Administration minor focuses on developing student skills in decision making, critical thinking, legal and ethical analysis, computer literacy, process quantification, statistical reasoning, writing, and oral communication.

More students pursue the Business Administration minor at Rollins than any other, and it can be combined with any major. The courses are open to anyone (regardless of major or minor) with an interest in business. Students majoring in Art, Biology, Computer Science, Economics, English, Foreign Languages, History, Math, Philosophy, Physics, Politics, Psychology, Sociology, and Theater have all chosen Business Administration minors.

A maximum of eight course units (including Accounting, Finance, Management, and Marketing) may be credited toward the A.B. degree at Rollins.

Requirements for the Business Administration Minor

The Business Administration minor consists of eight course units (at least 9 courses). These courses are divided between the Applied Quantitative Systems department and the Organizational Communication department. In order to

complete the Business Administration minor, you must take each of the following courses:

AQS 120 Data Analysis [.5 C.U.]

AQS 240 Statistical Thinking [1 C.U.]

AQS 260 Financial Accounting [1 C.U.]

CM 210 Public Speaking [1 C.U.]

OC 320 Organizational Law [1 C.U.]

OC 421 Organizational Communication [1 C.U.]

You must also choose one of the following courses to take in conjunction with *AQS 120*:

AQS 122 Survey Research Methods [.5 C.U.]

AQS 123 Geography and Population [.5 C.U.]

AQS 124 Introduction to Business Systems [.5 C.U.]

AQS 125 Hypercard Extension [.5 C.U.]

AQS 364 Cost/Benefit Analysis [.5 C.U.]

You must also choose one [1 C.U.'s total] of the following courses:

AQS 280 Managerial Accounting [1 C.U.]

AQS 338 Financial Management [1 C.U.]

AQS 360 Systems Management [1 C.U.]

AQS 438 Investments [1 C.U.]

Finally, you must choose one of the following courses:

OC 303 Professional Responsibility [1 C.U.]

OC 337 Marketing [1 C.U.]

OC 357 Consumer Behavior [1 C.U.]

OC 375 Marketing Communication [1 C.U.]

Any substitutions require prior approval from the program coordinators.

Applied Quantitative Systems Courses

AQS 120 Data Analysis [.5 C.U.]: The required entry level course for our program. This course will focus on descriptive methods of quantification and will familiarize students with the PC. Research methodology, collecting, categorizing, summarizing, and interpreting data are emphasized in employing data management software. The students will be introduced to the LOTUS 123 spreadsheet software. The content of this course will also introduce students to some principles of statistical reasoning.

Kypraios

AQS 122 Survey/Research Methods [.5 C.U.]: Topics such as the Nature of Survey Research, the Survey Design State, Evaluating the Survey in Terms of Reliability and Validity, Implementation of Survey, and Analysis of Survey Results will be considered through individual and class projects.

Don Davison

AQS 123 Geography and Population [.5 C.U.]: An introduction to world issues of population growth through understanding physical and cultural geography. The course emphasizes demographic analysis of global problems. Critical issues like birth control,

epidemic disease, and land-use management are presented through the computer and class discussion.

Siry

AQS 124 Introduction to Business Systems [.5 C.U.] An introductory course in systems concepts and analyses using business functions for a framework. The course will span diverse areas that can contribute to the comprehension of systems fundamentals. Topics include: systems thinking, cybernetics, management information systems, creative thinking, problem solving, future forecasting and environmental scanning.

Hepburn

AQS 125 Hypercard Extension [.5 C.U.]: An introduction to the computer program "hypercard" and the use of MacIntosh computers. Students will learn to use the hypercard program to create, store and analyze data. Graphical, drawing, and written skills are developed and integrated through the use of various software application packages. This class gives students the chance to apply concepts and principles they are concurrently learning in the Data Analysis (**AQS 120**) class.

Siry

AQS 240 Statistical Thinking [1 C.U.]: A study of basic statistical concepts. Cases are used to learn statistical inference using spreadsheet and statistical software. Probabilistic reasoning, association methods, and hypothesis testing are employed to examine contemporary problems. *Prerequisite: AQS 120.*

Hepburn

AQS 260 Financial Accounting [1 C.U.]: The theory, methods, and use of accounting information in solving business problems. The students will be exposed to the entire business cycle emphasizing decision making based on financial statements. Computers will be utilized to show their growing importance in aiding the accounting information system. *Prerequisite: AQS 120, or taking concurrently.*

Fischer

AQS 280 Managerial Accounting [1 C.U.]: A study of accounting's role in providing managers accurate and timely information in planning, controlling and decision-making activities. Theory and application of managerial accounting concepts as applied to production systems will be presented. Budgeting, profit planning and statement analysis will also be examined. Computers, particularly the Lotus 1-2-3 program, will be utilized in this course. *Prerequisite: AQS 260.*

Fischer

AQS 324 Public Policy Analysis [1 C.U.]: An introduction to several different formal techniques for analyzing problems in public policy. The course examines several public policy areas including civil rights, discrimination, voting rights, and crime. The logic of each policy goal and the problems associated with achieving success in those policy areas are also reviewed. The analysis of these policy problems is conducted, in part, through computer applications. No background in public policy, politics, computer usage, or statistics is required. *Prerequisite: AQS 120.*

D. Davison

AQS 338 Financial Management [1 C.U.]: A study focusing on methods of acquiring, holding and using capital resources. This course uses ratings, cases, and current events to study the risks and returns involved in actual financial decisions. *Prerequisite:* AQS 260.

B. West

AQS 360 Systems Management [1 C.U.]: Any organization, public or private, can be typified as a system with various flows and channels from input resources through transformations to outputs of products, information or services. Using business and management systems as models the student will study the internal dynamics of the organization and its interaction with its external environment. Computer simulation will allow students to operate an enterprise. *Prerequisite:* AQS 120.

Hepburn

AQS 364 Cost/Benefit Analysis [.5 C.U.]: An examination of cost/benefit analysis, a technique widely employed to help make decisions about a wide variety potential actions. Concepts and issues in benefit and cost estimation will be addressed, applications will be made, and cost effectiveness analysis will be discussed as an alternative when the benefit level is given. Hypercard will be the primary tool used to explore cost/benefit analysis.

Taylor

AQS 438 Investments [1 C.U.]: A study of the theories and techniques of investing. Stock and bond market investments will be emphasized but other investment vehicles will be discussed. Basic security analysis and portfolio management will be covered, as well as personal financial planning concepts in a changing economic environment. *Prerequisite:* AWS 338.

B. West

Chemistry

Eng-Wilmot (Chair)
Bernal

Personette
Ramsey
Blossey

Chemistry is the discipline concerned with the study of matter and its properties, its physical and chemical transformations, and the energy changes associated with these transformations. Chemistry is one of the central subjects in a liberal arts curriculum because it bridges traditional humanities on one hand and modern physics on the other. "Every aspect of our world today—even politics and international relations—is affected by chemistry" (Linus Pauling). Chemists are involved in activities as diverse as searching for new molecules in space; making new useful materials; solving problems of the environment, energy, health and food production; and probing the questions of how organisms work.

A major in chemistry provides students with the basic training for a career in chemistry and related areas. Many graduates continue their education in graduate school or professional school and are now practicing chemists, teachers, doctors, lawyers, pharmacists, engineers, and business people. They are self-employed or work in government or industry.

The Rollins College Chemistry Department offers several program options leading to baccalaureate-level training in chemistry and preparation for graduate study in chemistry or professional programs. The basic chemistry major curriculum consists of the following sequence of study.

Year	Fall	Winter	Spring
Freshman:	<i>C 120 Chemistry I</i> <u>or</u> <i>C 130 Honors Chemistry I</i>		<i>C 121 Chemistry II</i> <u>or</u> <i>C 131 Honors Chemistry II</i>
Sophomore:	<i>C 220 Organic Chemistry I</i>		<i>C 222 Organic Chemistry II</i>
Junior:	<i>C 305 Physical Chemistry I</i>	<i>C 306 Physical Chemistry II</i>	<i>C 380 Instrumental Analysis</i>
	<i>C 320 Analytical Chemistry</i>		
Senior*:			<i>C 401 Inorganic Chemistry</i>

*In addition, students must select three (3) electives in chemistry at the 400 level, one of which should be either *C 498* or *C 499*. *C 307, Physical Chemistry III*, could serve as one of these electives.

Students who wish to emphasize biochemistry should include in their program of study *General Biology I and II* (*B 120* and *B 121*); *Animal* (*B 311*) or *Plant* (*B 312*) *Physiology*; *Microbiology* (*B 329*), or *Cellular Biology* (*B*

360) or *Genetics* (B 408); and *Biochemistry I* (C-B 431), and *Biochemistry II* (C-B 432) or *Molecular Biology* (B 340).

Students should include as supporting electives to this program: *M 110* or *M 111* and *M 112*, and two courses in Physics: (*P 120*, *P 121*, or *P 201*, *P 202*). Students planning on graduate study in chemistry should take the three-term sequence in physical chemistry (*C 305*, *C 306*, *C 307*).

The Rollins College Chemistry program is on the list of institutions whose programs have been approved by the American Chemical Society Committee on Professional Training (ACS-CPT). The normal program of study, which meets the requirements for a major in chemistry, and ACS-CPT certification as a chemist, consists of the following sequence of courses.

Year	Fall	Winter	Spring
Freshman:	<i>C 120 Chemistry I</i> or <i>C 130 Honors Chemistry I</i>	<i>C 121 Chemistry II</i> or <i>C 131 Honors Chemistry II</i>	
Sophomore:	<i>C 220 Organic Chemistry I</i>	<i>C 222 Organic Chemistry II</i>	
Junior:	<i>C 305 Physical Chemistry I</i> <i>C 306 Physical Chemistry II</i>	<i>C 307 Physical Chemistry III</i>	
Senior*:	<i>C 320 Analytical Chemistry</i> <i>C 498 Research I</i>	<i>C 380 Instrumental Analysis</i> <i>C 401 Inorganic Chemistry</i> <i>C 499 Research II</i>	

*In addition to the courses listed above, one (1) additional chemistry course for at least one (1) course unit (1 C.U.) must be taken at the 400-level.

Students electing this program of study should take a minimum of three mathematics courses, including either *M 110* or *M 111* and the two course sequence in physics: *P 201*, *P 202*. Additional courses in mathematics *M 112*, *M 205*, *M 211*, *M 212*, *M 321* and physics *P 203* are strongly recommended for students considering postbaccalaureate study.

The minimum requirements for a minor in chemistry are the satisfactory completion of the following sequence of courses: *C 120*, *C 121*; (or *C 130*, *C 131*) *C 220*, *C 222*; *C 305*, and two electives chosen from *C 306*, *C 307*, *C 320*, *C 380*, *C 400*, *C 401*, *C 417*, *C-B 431*, *C-B 432*, *C 460*, *C 498* or *C 499*. An independent study or research project at the senior level (i.e., *C 498*, *C 499*) must be completed from one of the departments of the Division of Science and Mathematics.

Well-prepared students planning to major in chemistry should take *Chemistry I* (*C 120*) and *Calculus I* (*M 111*) in the Fall term and *Chemistry II* (*C 121*) and *Calculus II* (*M 112*) during the Spring term of the Freshman year. Alternatively, students with strong high school backgrounds in chemistry (two years or A.P. Chemistry) and physics (one or two years) who are good problem solvers should enroll in *Honors Chemistry I* (*C 130*) and *Honors Chemistry II* (*C 131*) instead of the *C 120-C 121* course of study. The Physics

sequence of *P 201*, *P 202*, and *P 203* may be started either in the freshman or sophomore year. Students who have not had high school physics or those with deficiencies in mathematics and/or science background normally should take *Physics (P 120)* and *Mathematics (M 109)* during the Fall term and *Physics (P 121)* and a calculus course during the spring term of the freshman year.

Course of Study

C 105 Chemistry and Society—Applications and Issues [1.0 - 1.5 C.U.]: An examination of the importance and relevance of chemistry in daily life and decision making. Some topics examined are: nutrition, drugs, cosmetics, household chemistry, and environmental problems. Discussions focus on analysis of data, the methodology of science, and current limitations of that methodology. When taken with a laboratory, experiments emphasize quantitative analytical techniques and analysis of experimental data. This course is designed for non-science majors and does not assume a scientific background or college-level mathematics. Laboratory required. Without laboratory during winter term.

Staff

C 106 Concepts of Biochemistry [1.0 - 1.5 C.U.]: A topical introduction to the fundamentals of chemistry designed for the non-science major interested in learning about the field of biochemistry and its relationship to people and our modern chemical society. Such topics as diets and fat metabolism, the action of steroids, carbohydrates, proteins and nucleic acids will be discussed and analyzed in terms of quantitative and qualitative data collected in the laboratory or from historical sources. Limited background and chemistry at the high school level is assumed. With laboratory.

Blossey

C 109 Photography—The Meeting of Art and Science [1.5 C.U.]: An introduction to the techniques, practice, and theory of photography. Topics include: nature of light and electromagnetic radiation, chemistry of films, film processing, physics of optics and lenses, camera types, color theory, color films, color processing and history of photography. These topics are analyzed in terms of quantitative and qualitative data and their limitations. This course is designed for the non-major with limited background in high school science (chemistry/physical science). Laboratory required.

Blossey

C 110 Chemistry and the Environment [1.0 - 1.5 C.U.]: A topical introduction to the concepts and methods of chemistry and their applications to the study of environmental problems. This course includes discussion and analysis of quantitative and qualitative data and their limitations, gathered from historical sources, demonstration and laboratory experimentation. This course is designed for the non-major with a limited background in chemistry. Laboratory required. Without laboratory during winter term.

Staff

C 120 Chemistry I [1.5 C.U.]: An introduction to the theory, practice and methods of chemistry, including quantitative and qualitative analysis of empirical data and observations from demonstration and experimentation. Chemical principles covered include: stoichiometry, kinetic molecular theory, descriptive chemistry, atomic structure and periodicity and oxidation reduction. The integrated laboratory introduces chemical techniques/skills and methods for quantitative/qualitative analysis of data and their limitations. Intended for science majors. Laboratory required.

Bernal/Eng-Wilmot/Personette

C 121 Chemistry II [1.5 C.U.]: Continuation of *C 120* as a one-year introduction to the principles of chemistry. Topics discussed include: modern chemical bonding theory, bonding in solids and liquids, chemical thermodynamics, chemical equilibrium, acid-base and solubility equilibria, phase equilibria and colligative properties, electrochemistry, coordination chemistry, chemical kinetics and nuclear chemistry. Laboratory required. *Prerequisite: C 120.*

Bernal/Eng-Wilmot/Personette

C 130/131 Honors Chemistry I and II [1.5 C.U.]: A two-term advanced introduction to the principles and practice of modern chemistry, with indepth treatments of chemical stoichiometry, kinetic molecular theory, atomic (and nuclear) structure and periodicity, descriptive chemistry, chemical bonding, chemical equilibrium and solution equilibria, chemical thermodynamics, kinetics, electrochemistry and coordination chemistry. The laboratory integrates qualitative and quantitative skills, chemical instrumentation and laboratory projects, with emphasis on collection and analysis of data and their limitations. Intended for science majors with strong high school backgrounds (two years high school chemistry; one-two years high school physics) and good problem solving skills.

Bernal/Eng-Wilmot/Staff

C-B 201 Integrating Biology and Chemistry [1 C.U.]: This entry-level science course has been developed to meet the specific needs of elementary education majors and is suitable as a first course for teachers seeking middle school certification. Principles of chemistry will be related to topics in biology through the integration of lecture and laboratory investigations. Emphasis will be placed on the utilization of easily conceptualized physical models that can be adapted for use in teaching science at the elementary school level.

Gregory/Ramsey

C 220/222 Organic Chemistry I and II [1.5 C.U.]: A basic study of the most important types of carbon compounds and their preparation, interrelations and properties. This course is an introduction to instrumental methods used in the separation and identification of organic compounds such as gas chromatography, nuclear magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. Laboratory required. *Prerequisite: C 121 or C 131.*

Blossey/Ramsey

C 221 Bio-Organic Chemistry [1 C.U.]: An introduction to the organic chemistry, structure, and physical properties of biomolecules such as: amino acids, proteins, sugars, complex carbohydrates, fats, and nucleic acids. This course provides a basic introduction into the organic chemistry foundations of biochemistry. The course is strongly recommended for students intending to take **C-B 431** at a later date. Winter term.
Prerequisite: **C 220**.

Blossey/Ramsey

C 305 Physical Chemistry I [1.5 C.U.]: A study of kinetic molecular theory and thermodynamics. The course introduces the laws of thermodynamics as applied to chemical energetics, chemical and physical equilibria and solutions of non-electrolytes. Elements of statistical thermodynamics are included. Laboratory required. *Prerequisites:* **C 121** or **C 131**, **P 201** and **M 110** or **M 112**.

Bernal/Ramsey

C 306 Physical Chemistry II [1.0 C.U.]: An intensive study of the kinetics of both chemical reactions and physical processes. The course will cover kinetics of gas phase reactions, reactions in solution, photochemistry, the kinetics of polymer formation, and molecular motion in solution. Laboratory required. Winter term. *Prerequisite:* **C 305**.

Bernal/Ramsey

C 307 Physical Chemistry III [1.5 C.U.]: An introduction to quantum mechanics, group theory, and statistical mechanics with applications to molecular structure and spectroscopy. Laboratory required. *Prerequisite:* **C 305**.

Bernal/Ramsey

C 320 Analytical Chemistry [1.5 C.U.]: An introduction to the theory and methodology of analytical chemistry emphasizing solution equilibria and gravimetric, volumetric, oxidation-reduction, spectroscopic, and chromatographic methods of analysis. Laboratory required. *Prerequisite:* **C 222** or consent.

Eng-Wilmot

C 380 Instrumental Analysis [1.5 C.U.]: A laboratory course in the use of modern instrumentation to measure physical-chemical properties of molecules. Practical electronics, instrumental design, and the interpretation of data are stressed. Laboratory required. *Prerequisites:* **C 222**, **C 305**, **C 320** and **P 202**.

Staff

C 400 Advanced Analytical Chemistry [1.5 C.U.]: A course dealing with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. Laboratory required. *Prerequisites:* **C 305**, **C 320** and **C 380**.

Eng-Wilmot

C 401 Inorganic Chemistry [1.5 C.U.]: A systematic application of thermodynamics, kinetics, and theories of bonding to the chemistry of nonmetal, transition metal, organometallic and bioinorganic compounds. Laboratory practicum emphasizes the synthesis and characterization of a variety of inorganic compounds. Laboratory required. *Prerequisites:* **C 306** or **C 307** and **C 320** or consent.

Eng-Wilmot

C 406 Quantum Chemistry [1 C.U.]: An introduction to quantum mechanics and group theory with applications to molecular structure, spectroscopy, and chemical reactivity. Laboratory required. *Prerequisite:* C 307 or consent.

Ramsey

C 417 Advanced Organic Chemistry [1.5 C.U.]: A modern interpretation of molecular structure and reactivity related by means of organic reaction mechanisms. Both lecture and laboratory stress independent use of primary chemical literature. Laboratory required. *Prerequisites:* C 222, C 305 or C 307.

Blossey/Ramsey

C-B 431 Biochemistry I [1.5 C.U.]: The first course of a two-term sequence introducing the principles of modern biochemistry. Emphasis is placed on the chemical nature of proteins, nucleic acids, lipids, and carbohydrates; the functions of proteins; and the metabolic pathways related to the breakdown of carbohydrates. Laboratory required. *Prerequisite:* C 222.

Blossey

C-B 432 Biochemistry II [1.5 C.U.]: Completes the introduction to biochemistry. Major topics include: the metabolic degradation of fatty acids and amino acids; biosynthetic pathways for carbohydrates, lipids, amino acids and nucleotides; biochemical aspects of physiological processes and specialized tissues in higher organisms; and molecular biology of viral, prokaryotic and eukaryotic systems. Laboratory required. *Prerequisite:* C-B 431.

Gregory

C 460 Topics in Chemistry [.5 - 1.5 C.U.]: An advanced course in special topics which can include: polymers, stereochemistry, nuclear and radiation chemistry, phase relationship, inorganic synthesis, advanced electrochemical techniques, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. Topics chosen by mutual consent of staff and student. May be repeated for credit. Some prior knowledge of the four basic areas of chemistry is assumed. Consent.

Staff

C 498/499 Research I and II [1 - 1.5 C.U.]: Student research projects and chemical seminar. A proposal of the research to be conducted, two seminars and a paper describing the work are required in addition to the research. C 499 may also be taken as an independent study or internship in research topics in chemistry. Consent.

Staff

Classical Studies

Marshall (Director)

Francis

The Program in Classics seeks to reflect a tradition in learning and human understanding that began in the ancient Classical world and became the core of liberal arts education. It also seeks to reflect intellectual and methodological developments that continue to make study of the Classical World immediately exciting and relevant. In meeting these goals the Program in Classics offers both a well-rounded major and minor, supports and prepares students who wish to continue their studies at the graduate level, and provides a range of electives for non-majors, many of which fulfill General Education requirements.

At the heart of Classical Studies are courses in the original languages of the period. These are offered to students who wish to fulfill the General Education requirement in Foreign Languages and/or who plan to major or minor in Classical Studies. In addition to courses in the languages, however, the Program offers a broad curriculum of courses in literature, philosophy, history, science, theater, and art. These are designed to make many perspectives on the classical heritage available to all students of the college, and to insure that the major and minor in Classical Studies express a breadth of knowledge.

Requirements for the Major in Classical Studies

Students who desire to major in Classical Studies are required to take a total of thirteen (13) approved classes in the following areas:

1. *Language (four or five courses)*

4 courses in Latin (any combination of the following)

LT 101 - 102 Introductory Latin

LT 201 Intermediate Latin

LT 202 Readings In Latin Prose or Poetry

LT 391 Tutorial In Latin Literature (May be repeated)

or

4 courses in Greek (any combination of the following)

GK 101 - 102 Introductory Greek

GK 201 Intermediate Greek

GK 202 Readings in Greek Prose or Poetry

GK 391 Tutorial in Greek Literature (may be repeated)

or

3 courses in one ancient language and 2 in the other

2. Four (4) courses from list A, two (2) courses from list B, at least three of these from the 300-level:
 - A. *CL 221 Ancient Greek Culture and Society*
CL 222 Roman World
CL 231 Destiny and Decadence: Roman Literature in Translation
CL 232 Greek and Roman Mythology
CL 233 Greek Literature in Translation
CL-TA 241 Classical Theatre
CL 321 Women, Children, Black and Slaves: Minorities in Antiquity
CL 381 Classical Epic in Translation
 - B. *H 208 Ancient History*
PH 230 History of Early Philosophy
PO 390 Classical and Republican Political Theory
E 308 The Comedy of Eros
FL 301 Introduction to Language
CL 481 Senior Seminar in Classical Studies

The remaining courses may be any combination of Latin, Greek, or translation/interdisciplinary offerings, including such Winter Term courses as *Science in Antiquity*, *Words*, *Helen of Troy*, *Art and Science*.

Students may also earn credit towards the major for appropriate directed study and course work abroad during summers and winter term.

Requirements for the Minor in Classical Studies

Students who wish to minor in Classical Studies are required to take a total of eight (8) approved classes in the following areas:

1. Language (at least three courses)
 - LT 101 - 102 Introductory Latin*
 - LT 201 Intermediate Latin*
 - LT 202 Readings In Latin Prose or Poetry*
 - LT 391 Tutorial In Latin Literature* (may be repeated)
 - GK 101 - 102 Introductory Greek*
 - GK 201 Intermediate Greek*
 - GK 202 Readings in Greek Prose or Poetry*
 - GK 391 Tutorial in Greek Literature* (may be repeated)
2. Translation/Interdisciplinary (five courses from the following, or in any combination with Latin or Greek)
 - CL 221 Ancient Greek Culture and Society*
 - CL 222 Roman World*

CL 231 Destiny and Decadence: Roman Literature in Translation
CL 232 Greek and Roman Mythology
CL 233 Greek Literature in Translation
CL-TA 241 Classical Theatre
CL-WS 321 Women, Children, Black and Slaves: Minorities in Antiquity
CL 381 Classical Epic in Translation
H 208 Ancient History
PH 230 History of Early Western Philosophy
PO 390 Classical and Republican Political Theory
E 308 The Comedy of Eros
FL 301 Introduction to Language

Course of Study

GK 101-102 Introductory Greek [1 C.U.]: An introduction to the grammar and syntax of ancient Greek, with an emphasis on reading the ancient texts as soon as possible. The course offers Classical and New Testament Greek in alternate years, with New Testament beginning in 1993.

Marshall

GK 201 Intermediate Greek [1 C.U.]: Graded readings in Greek prose and poetry that include Xenophon, Plato, Euripides. Designed to review and strengthen knowledge of grammar and syntax while increasing speed and facility in translation. *Prerequisite*: *GK 102* or equivalent (see instructor).

Francis/Marshall

GK 202 Readings in Greek, Prose and Poetry [1 C.U.]: Translation and understanding of select authors in their cultural and literary backgrounds. Authors and texts change yearly. *Prerequisite*: consent of instructor.

Marshall

GK 391 Tutorial in Greek Literature [1 C.U.]: Advanced readings in Classical Prose and Poetry. Texts are chosen by student(s) and instructor, with consideration given to previous experience in the language and to interests of the student(s). *Prerequisite*: consent of instructor.

Marshall

LT 101 - 102 Introductory Latin [1 C.U.]: A new and different approach to Latin, designed to complement knowledge and understanding of English grammar and vocabulary by introducing a thorough study of the grammar, vocabulary and syntax of its ancient source in Classical Latin. The course begins with study of Latin roots in English vocabulary, emphasizes a comparative approach to Latin from English, and progresses to study of Latin as a discrete language, with emphasis on reading prose as soon as possible. Highly recommended for non-majors as well as prospective majors and minors in Classics.

Francis/Marshall

LT 201 Intermediate Latin [1 C.U.]: Graded readings in Latin prose and poetry (Phaedrus, Nepos, Aulus Gellius). This course aims to solidify student's knowledge of Latin grammar while increasing speed and facility in translation. *Prerequisite:* **LT 102** or 2-3 years of high school Latin (see instructor).

Francis

LT 202 Readings in Latin Prose and Poetry [1 C.U.]: Translation and understanding of select authors in their cultural and literary backgrounds. Authors and texts change yearly. *Prerequisite:* **LT 201** or consent of the instructor.

Francis

LT 391 Tutorial in Latin Literature [1 C.U.]: Advanced readings in Classical Prose and Poetry. Texts are chosen by student(s) and instructor, with consideration given to previous experience in the language and to interests of the student(s). *Prerequisite:* consent of the instructor.

Francis/Marshall

CL 221 Ancient Greek Culture and Society [1 C.U.]: An exploration of the development of Greek culture and society covering the evolution of the Greeks from an aristocratic, clan-based society to one based on democracy and independent capacity for reason and action. Topics include the competitive spirit, the intellectual revolution of the fifth century, social organization, the ancient economy, the role of women, slavery, civil strife and war. Highly recommended for non-majors, and will meet Fall semester in alternate years, beginning 1992.

Francis/Marshall

CL 222 The Roman World [1 C.U.]: A survey of the political, social and cultural history of Rome, with concentration on the Late Republic and Empire to the reign of Constantine. Running through the course are a number of unifying themes such as the Romans' self-definition and understanding of their role in the world, problems of world empire, the evolution of diversity and dissent within the Empire. Extensive use is made of the ancient sources (in translation) from literature, art and archaeology. Highly recommended for non-majors. Will meet Spring semester in alternate years, beginning 1993.

Francis

CL 231 Destiny and Decadence: Roman Literature in Translation [1 C.U.]: Perhaps the most self-critical of all peoples in history, the Romans viewed themselves as a split personality, reveling in their imperial destiny and deploring their incurable corruption at the same time. Experience first hand the glory of Aeneas and the depravity of Caligula, the triumph of Romulus and the cruelty of Nero, in the words of Roman writers. Readings (in English) will include Vergil's *Aeneid*, Petronius' *Satyricon*, the histories of Livy and Suetonius, among other primary sources. Recommended for non-majors.

Francis/Marshall

CL 232 Greek and Roman Mythology [1 C.U.]: From the depths of chaos through divine machinations to the labors of heroic saga, this course surveys the content, structure, and function of the principal myths appearing in classical literature, and examines them against the background of ancient religion. Readings are from the primary literary

sources in translation and are supplemented by materials drawn from ancient art and archaeology and later retellings in literature and art. Highly recommended for non-majors. Fall alternate years, beginning 1992.

Francis/Marshall

CL 233 Greek Literature in Translation [1 C.U.]: A survey of the extraordinary literary achievements of ancient Greece that include epic, tragedy, comedy, historiography, oratory, scientific treatise and philosophical dialogue. Themes of Western culture are unearthed from the original literature that has transmitted them to us for more than 2000 years. These include the tensions between hero and society, myth and reason, the rational and irrational, divinity and mortal, thought and action, individual integrity and social constraint. Highly recommended for non-majors. Alternate years. Offered 1993-94.

Marshall

CL-TA 241 Classical Theatre [1 C.U.]: An introduction to the ancient origins and development of classical tragedy and comedy, dramatic criticism, theatrical practicum and architecture. Readings are in translation and include classical drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Issues and interests of the course include the tragic and comedic views of human existence, roles of women and mythology in classical drama, social functions of dramatic performance, architectural and scenic innovations, the connections between religion and theatre. Team-taught by Classics and Theatre Arts. Alternate years beginning Spring, 1993. Suitable for non-majors.

Marshall/Nassif

CL-WS 321 Women, Children, Black, Slaves: Minorities in Classical Society[1 C.U.]: An examination of the little known other world of ancient Classical society found in the lives of its marginalized groups. Readings (in English) are drawn from original sources that include papyri, inscriptions and literature, and from modern interpretations of the sources. These are supplemented by materials provided by ancient art and archaeology. Suitable for non-majors.

Marshall

CL 381 Classical Epic [1 C.U.]: A concentrated study of the earliest and enduring genre of Western literature, this course will explore the interrelations of epic and the culture it represents, the changing nature of heroism, and structures and themes of particular epics. Readings will include the Babylonian *Epic of Gilgamesh*, Homer, Hesiod, Apollonius' *Voyage of Argo*, Virgil's *Aeneid*, Lucan's *Pharsalia*, Heliodorus' *Ethiopian Tales*, and Petronius' *Satyricon*.

Marshall

CL 481 Senior Seminar in Classical Studies: Designed for the Classics major, this course provides a synthesis and detailed exploration of material surveyed in previous course work in Classical Studies. It examines a variety of critical perspectives and methods and introduces students to tools for further study. It is intended to bring together the various areas of study encountered in the major so as to provide a coherent picture of classical antiquity.

Francis/Marshall

Computer Science

J.D. Child (Chair)
Carrington

Holt
Miyashita

The Department of Mathematical Sciences offers a theoretical Computer Science major with a strong mathematical component. The major is designed to teach students how to effectively use computers to solve many types of problems and to prepare them for graduate study in Computer Science. The Computer Science program is based on curricula developed by The Association for Computing Machinery.

Requirements for the Major in Computer Science

The Computer Science Major must take 16 Computer Science and Mathematics courses. A freshman majoring in Computer Science will typically take *Computer Science 167* and *Math 111* in the Fall Term and *Computer Science 261* and *Math 112* in the Spring Term.

1. Each student must complete the following 12 core courses:
 - CS 167 Introduction to Computing*
 - CS 261 Computer Science Principles I*
 - CS 270 Computer Science Principles II*
 - CS 350 Introduction to Computer Systems*
 - CS 360 Algorithm Analysis*
 - CS 370 Operating Systems Design*
 - CS 380 Principles of Programming Languages*
 - CS 497 Senior Project in Computing*
 - M 111 Calculus I*
 - M 112 Calculus II*
 - M 205 Discrete Mathematics*
 - M 219 Probability and Statistics*
2. Each student must complete 1 of the following Mathematics courses:
 - M 212 Differential Equations*
 - M 321 Linear Algebra*
 - M 322 Discrete Structures*
3. Each student must select 3 of the following courses:
 - CS 298 or CS 398 Topics in Computer Science*
 - CS 430 Artificial Intelligence Principles*
 - M 340 Numerical Analysis*
 - CS 460 Database Management Systems Design*
 - CS 480 Theory of Programming Languages*

Requirements for the Minor in Computer Science

The Computer Science Minor contains most of the content from the core of the Computer Science Major. The minor forms a strong combination with a major in any discipline for which computer applications exist. The minor will give students the background necessary to obtain positions in many interesting computer-related occupations. The Computer Science minor requires 8 courses, two of which are mathematics courses. A student wishing to minor in Computer Science should take *M 110* or *M 111*, *CS 167*, and *CS 261* by the Spring Term of the sophomore year.

1. Each student must complete the following 7 core courses:

CS 167 Introduction to Computing
CS 261 Computer Science Principles I
CS 270 Computer Science Principles II
CS 350 Introduction to Computing Systems
CS 370 Operating Systems Design
M 110 Applied Calculus or M 111 Calculus I
M 205 Discrete Structures

2. Each student must select 1 additional course from the following:

CS 360 Algorithm Analysis
CS 380 Principles of Programming Languages
CS 460 Database Management Systems Design

Course of Study

CS 125 Computer for Users [.5 C.U.]: An introduction to the use of computers as personal productivity tools. Topics include: spread sheets, word processing, database management systems, and statistical packages. Traditional computer programming is not included.

Staff

CS 145 Introduction to Artificial Intelligence [1.0 C.U.]: An overview of the field of Artificial Intelligence for students not majoring in computer science or mathematics. The programming language LOGO is used. Topics include expert systems, automated reasoning, problem solving, natural language processing, neural networks, and learning.

Staff

CS 167 Introduction to Computing [1 C.U.]: An introduction to computer solution of problems, using a structured language. Emphasis is on good programming methodology. Topics include: data types, looping constructs, procedures, arrays, records, and sequential files. Evolution of computer hardware and software technology are discussed. Also covered are problem analysis, algorithm representation (pseudocode and graphical techniques), and algorithm verification (desk checking and test data). This course is designed for any student who wants an introduction to computer programming.

Staff

CS 167A Introduction to Computing, Part A [.5 C.U.]: The first half of **CS 167**.

Staff

CS 167B Introduction to Computing, Part B [.5 C.U.]: The second half of **CS 167**.

Prerequisite: **CS 167A** or consent.

Staff

CS 261 Computer Science Principles I [1.25 C.U.]: Develops discipline in program design, problem solving, debugging, and testing with an introduction to data structures and software engineering. A block structured language is used to construct programs of a moderate size. Topics include: recursion, searching, sorting, linked structures, stacks, queues, binary trees, relative files, hashing, and collision handling. **Prerequisite:** **CS 167**.

Staff

CS 270 Computer Science Principles II [1.25 C.U.]: Building abstractions with procedures and data. Topics include: functional programming, object oriented programming, data driven programming, message passing, generic modules and arithmetic, and an introduction to algorithm analysis. This course teaches the principles of a version of LISP. **Prerequisite:** **CS 261**.

Staff

CS 298/398 Topics in Computer Science [1 C.U.]: An intensive introduction to a specialized area of computer science. Some possible topics are: interactive computer graphics, construction of an assembler, computer architecture, and programming tools. **Prerequisite:** **CS 261** and consent.

Staff

CS 350 Introduction to Computer Systems [1.25]: An introduction to the hierarchy of machine levels, basic computer organization, instruction sets, data representations, addressing schemes, control flow, input/output, and assembly language programming including macros, use of a debugger, and linking to high-level languages. **Prerequisite:** **CS 261**.

Staff

CS 360 Algorithm Analysis [1 C.U.]: A detailed study of algorithm design and analysis. Emphasis is on verification and analysis of time-space complexity. NP-theory is introduced. Divide and Conquer, Greedy, Dynamic Programming, Backtracking, and Branch-and-Bound are some classes of algorithms studied. **Prerequisite:** **CS 270**.

Staff

CS 370 Operating System Design Principles [1 C.U.]: A study of the structure and function of operating systems with emphasis on concurrent processes and resource management. Topics include: process scheduling, communication, synchronization, and deadlock; memory management and virtual systems; I/O; file systems; protection and security. **Prerequisite:** **CS 350**.

Staff

CS 380 Principles of Programming Languages [1 C.U.]: Emphasizes the principles and programming styles that govern the design and implementation of contemporary

programming languages. Topics include: language syntax, grammars and parsing examples, control structures, binding, the run-time environment, formal semantic models, and the principal language styles of modern languages. *Prerequisite: CS 270.*

Staff

CS 430 Artificial Intelligence Principles [1 C.U.]: An introduction to basic concepts and techniques of artificial intelligence. Additional topics include: search strategies, logic and resolution, memory organization, expert systems techniques, and planning systems. *Prerequisites: CS 360 and CS 380.*

Staff

CS 460 Database Management Systems Design [1 C.U.]: An introduction to the design and management of database systems. The course project is to design and implement a simple system. Topics include: file organization; relational, network, and hierarchical models and their implementations; query language theory and examples; data normalization. *Prerequisite: CS 360.*

Staff

CS 480 Theory of Programming Languages [1 C.U.]: A formal treatment of programming language translation and compiler design concepts. Topics include: finite state grammars, lexical scanners, theory of context-free languages and push-down automata, context-free parsing techniques, and techniques of machine independent code generation and improvement. *Prerequisites: CS 350, CS 360, and CS 380.*

Staff

CS 497 Senior Project in Computing [1 C.U.]: A project-oriented course. The topic of the project is selected from operating systems, compiler construction, robotics, and artificial intelligence. *Prerequisite: one 400-level computer science course.*

Staff

Economics

Kypraios (Chair)
Hales
Rock
Schutz

Skelley
Steen
Taylor

Requirements for the Major in Economics

The major in Economics is designed to allow students the opportunity to emphasize economic theory and applied economics. The core curriculum (required of both majors and minors) provides students with the foundation for either emphasis. Except for students who transfer to Rollins, the core must be taken in the College.

○ The core consists of:

M 110 Applied Calculus or M 111 Calculus I

EC 212 Principles of Economics I

EC 213 Principles of Economics II

EC 221 Statistics for Economics

EC 303 Intermediate Microeconomics

EC 304 Intermediate Macroeconomics,

and one of the following:

EC 340 Classic Works in Economics or

EC 442 History of Economic Thought or

EC 448 Alternative Economic Theories

○ Students complete the requirements for the major by selecting five electives, three of which must be at the 300-400 level. Flexibility is provided for students who wish to take advantage of opportunities such as Winter Term overseas programs, and independent study. One course credit independent studies can be developed to explore special interests as well as for Honors in the Major, once the core is completed.

Students interested in the Economics major are encouraged to take a 100-level Economics course during their freshman year.

Students who intend to enroll in a graduate program in Economics should consult with department members as to the appropriate preparation. The following courses are among those recommended:

EC 381 Introduction to Econometrics

EC 403 Applied Microeconomics

EC 411 Mathematical Economics

M 111-112-211 Calculus I, Calculus II, Calculus III

M 205 Discrete Mathematics

M 219 Probability and Statistics, and

M 321 Linear Algebra

Requirements for the Minor in Economics

The minor in Economics consists of the core curriculum detailed above and one 300 or 400-level elective from the regular economics curriculum. With prior approval from the Chair of the Department of Economics, it may be possible for a student to allow a course from an overseas or special program to substitute for one elective.

Plan of Study

Students should consult their academic advisers during the freshman year or very early during the sophomore year in order to plan their course of study for the economics major. Because most courses in the economics curriculum have prerequisites, careful planning is quite important.

Course of Study

EC 121 Economics of Contemporary Issues [1 C.U.]: An introduction to the economic way of reasoning through the examination of contemporary issues of national and social importance. These issues are explored and analyzed with the aid of some tools of elementary economic analysis. Although designed for non-majors, this course may be counted toward the major in Economics only if taken before *EC 212*.

Staff

EC 126 Economics and Public Policy [1 C.U.]: An introduction to basic principles of economics, which are then used to analyze public policy issues. Topics include: an examination of current U.S. macroeconomic policies and their effects on inflation, unemployment, the rate of growth of GNP, and the budget deficit. Other topics are chosen according to their relevance to currently-debated policy questions. This course may be counted toward the major in Economics only if taken prior to *EC 212*.

Stein

EC 130 Democracy and Economics [1 C.U.]: An introductory survey of economic institutions which are organized democratically. Attention is given to traditional theory which has emphasized the analysis of an economy based on property ownership rights. Examples of economic institutions with democratic rules are examined to assess their specific difficulties, successes, and potentials. The nature of control based on democratic rights is evaluated, both for its economic efficiency and its merits according to less-traditional criteria.

Rock

EC 136 Political Economy of African Development [1 C.U.]: A survey of the major aspects of economic development in Africa. Emphasis is on sub-Saharan Africa since the partitioning of Africa by major world imperial powers in the nineteenth century. The course identifies important economic, political, and social obstacles to development in several countries in the region. The successes and failures of development are examined in an attempt to understand contemporary events. The question is raised of what the goal of economic "development" in Africa ought to be.

Rock

EC 212 Principles of Economics I [1 C.U.]: An introduction to the neoclassical theory of consumer behavior and the neoclassical theory of the firm. Topics include: supply and demand, utility, theories of cost and production, structure of markets, and resource allocation. Suitable for non-majors. *Prerequisites*: sophomore status, **EC 121** or **EC 126**

Staff

EC 213 Principles of Economics II [1 C.U.] (formerly EC 211): An introduction to economic concepts that aid in understanding aggregate economic phenomena and policy alternatives. Topics include: the determination of national income, inflation, unemployment, international economics, the banking system, economic growth, income distribution, and the national debt. Suitable for non-majors. *Prerequisites*: sophomore status, **EC 212**.

Staff

E 221 Statistics for Economics [1 C.U.]: An introduction to statistics for economics students. Areas examined include: descriptive statistics, probability, and inferential statistics with an emphasis on the latter. Topics covered include: measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypotheses tests, correlation, and regression. Computer projects are integral to the course. *Prerequisites*: sophomore status.

Staff

EC 225 Personal Economics [1 C.U.]: A development of a conceptual framework and the analytical tools to make effective personal economic decisions. Topics include: budgeting, consuming, borrowing and saving, taxes, shopping, and investing—all from the perspective of the individual decision-maker. Designed for non-majors; does not count for major requirements. *Prerequisite*: **M 109** or equivalent, and junior or senior status.

Staff

EC 239 Women and Work [1 C.U.]: A study of issues concerning women and work, inside and outside the home. The primary focus is on the effects which increasing numbers of working women have had on households and employment policies. Topics include: explanations of wage differentials, effects of firms' and governments' policies on working women, cross-cultural comparison of employment conditions, comparison of women's work issues with those of minorities, and valuation of household work. Suitable for non-majors. Not recommended for first-year students.

Skelley

EC 303 Intermediate Microeconomics [1 C.U.]: A further development of the neo-classical theory of consumer behavior and the neoclassical theory of the firm using mathematical as well as graphic techniques. Topics are similar to those in *EC 212*, but are examined more intensively. *Prerequisites: EC 212, EC 213, and M 110.*

Staff

EC 304 Intermediate Macroeconomics [1 C.U.]: An analysis of the behavior and interrelationship among the broad aggregates of economic activity using mathematical as well as graphic techniques. Topics are similar to those covered in *EC 213*, but economic policy and policy alternatives are examined in depth, and alternative economic models of the macroeconomy are explored. *Prerequisites: EC 212, EC 213, and M 110.*

Staff

EC 306 Monetary Economics [1 C.U.]: An examination of financial markets, financial institutions, and monetary theory, and their macroeconomic implications. The relationship between the Federal Reserve System and the system of depository institutions and their roles in the macroeconomy are explored. The interrelationships of monetary and fiscal policies and their effects on the performance of the economy are examined. *Prerequisites: EC 212 and EC 213.*

Hales/Kypraios

EC 307 International Economics [1 C.U.]: An introduction to the theory and practice of international trade. Topics include: comparative advantage economies of scale and other bases for trade, trade policy, international labor and capital movements, and economic integration. *Prerequisites: EC 212 and EC 213.*

Kypraios

EC 315 Radical Politic Economics [1 C.U.]: An introduction to the economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Topics include: the evolutionary rise of capitalism, alienation and other behavioral traits of people living in the capitalist system, the labor theory of value, the concentration of capital, the causes of capitalist economic crises, capitalist imperialism, and socialism as an alternative economic system. *Prerequisites: EC 212 and EC 213.*

Schutz

EC 321 Labor Economics [1 C.U.]: An analysis of the determination of wages and employment levels and the relevance of markets for labor services. Topics include: trends in employment, problems of unemployment, and the issues of wages, hours, and working conditions. Labor unions, labor disputes and methods of their settlement, and the theory and practice of collective bargaining are examined. *Prerequisites: EC 212 and EC 213.*

Rock

EC 325 Distribution of Income and Wealth [1 C.U.]: A study of the distribution of income and wealth among families and individuals, by race, sex, age, occupation, class, etc., in the U.S. and other countries. Alternative theories about the determinants of the distribution in market economics will be examined, as well as alternative views on how best to achieve a desirable distribution with public policy tools. *Prerequisites: EC 212 and EC 213.*

Schutz

EC 327 Comparative Economic Systems [1 C.U.]: An examination of the similarities and differences in economic institutions among ideal types of economic systems: capitalist, centrally-planned socialist, decentralized market socialist, and communist. Case studies of individual countries (such as Japan, Sweden, USSR, China, and Yugoslavia) are undertaken to compare their institutions with those of the ideal types, and with each other. *Prerequisite:* EC 212 and EC 213.

Schutz/Rock

EC 332 Industrial Organization [1 C.U.]: A study of the problems in the control of industry performance in a mixed economy. The course includes: surveys of microeconomic theory; the economic research on industry structure, conduct, and performance; and anti-trust litigation. *Prerequisites:* EC 212 and EC 213.

Staff

EC 335 Public Economics [1 C.U.]: An examination of the role of government spending in a market economy. Topics include: the theory of welfare economics and market failure, the principles of expenditure analysis, benefit-cost analysis, government and the distribution of income, and public choice theory. The course emphasizes the use of microeconomic theory to analyze government expenditure programs. Enrolling students are expected to have a working knowledge of indifference curve analysis. Previous completion of EC 303 is highly recommended. *Prerequisites:* EC 212 and EC 213.

Hales/Steen

EC 340 Classic Works in Economics [1 C.U.]: A detailed study of a few classic works which helped shape the method and scope of modern economics. The texts come from primary sources such as Adam Smith, *The Wealth of Nations*; David Ricardo, *Principles of Political Economy and Taxation*; John Stuart Mill, *Principles of Political Economy*; Karl Marx, *Das Kapital*; Alfred Marshall, *Principles of Economics*; and J. M. Keynes, *The General Theory of Employment, Interest and Money*. *Prerequisites:* EC 212 and EC 213, or consent.

Schutz/Rock

EC 351 Economic Development [1 C.U.]: A study of the evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. The less-developed countries of today are examined using theoretical models and actual data in order to assess current economic conditions and prospects for future changes in those conditions.

Taylor

EC 355 Environmental Economics [1 C.U.]: An examination of the economic approach to understanding resource use and pollution, with emphasis on the latter. Topics include: the economic impact of pollution, a critical examination of alternative proposals to deal with pollution problems, externalities, public goods, private and public property rights, and cost-benefit analysis. *Prerequisites:* EC 212 and EC 213.

Taylor

EC 361 Urban Economics [1 C.U.]: A study of the economics of urban areas, with an emphasis on location theory and the application of microeconomic theory to the analysis of urban policy issues. Topics include: land use controls, housing, urban poverty, transportation, and urban public finance. *Prerequisites:* EC 212 and EC 213.

Steen

EC 365 Economic Democracy and Economic Theory [1 C.U.]: A survey of the economic theory of alternatively-structured organizations, especially those based on the democratic principle of one person/one vote. This course examines economic theories of organizations that contrast with the traditional capitalistic firm of the West, in which control is based on property ownership with the primary goal of profit maximization. Topics include: democratic worker-managed firms, non-profit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. *Prerequisites:* EC 212 and EC 213.

Rock

EC 381 Introduction to Econometrics [1 C.U.]: A study of elementary econometrics for the economics major. Topics include: regression theory, multiple regression, simultaneous equations, identification problems, time series problems, selected estimating techniques, and basic econometric models. *Prerequisites:* EC 212, EC 213, and EC 221.

Schutz

EC 403 Applied Microeconomics [1 C.U.]: A synthesis and application of microeconomic theory and methodology to decision making within a problem-solving environment. Emphasis is placed on problem formulation, mathematical analysis, and solution methods. *Prerequisites:* EC 212, EC 213, and EC 303.

Hales/Skelley

EC 404 Senior Seminar in Economics [1 C.U.]: An in-depth study of special topics or issues in economics. Topics may include theoretical, applied, or policy economics issues, as well as issues in historical, institutional, or critical economics studies. With the department head's consent, this course may be repeated for credit. *Prerequisites:* EC 221, EC 303, and EC 304 or consent.

Kypraios/Schutz

EC 407 International Finance [1 C.U.]: A study of the balance of payments adjustment mechanisms and their impact on national economies. Factors such as alternative exchange rate regimes, international movements of capital foreign exchange intervention, exchange rate variations and their impact on foreign exchange markets are considered. Objectives and effects of international monetary standards and international financial institutions are also examined. *Prerequisites:* EC 304 or EC 306.

Kypraios

EC 411 Introduction to Mathematical Economics [1 C.U.]: An application of selected mathematical tools from linear algebra, the calculus, and difference equations to the analyses of economic theories and problems. Topics include: consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models. *Prerequisites:* EC 303 and EC 304.

Staff

EC 438 *The Economics of Taxation* [1 C.U.]: An examination of the U.S. tax system and the principles of tax analysis. The economic incidence of a tax, and the effects of taxes on both economic efficiency and the distribution of income, are considered. The taxes examined include: the Federal Individual Income Tax, Federal Corporate Income Tax, sales taxes, and local property taxes. *Prerequisites:* EC 212, EC 213, and EC 303.

Steen

EC 442 *History of Economic Thought* [1 C.U.]: A critical examination of the development of economic theory and analysis. The period from the mercantilists (circa 1650 A.D.) is emphasized. Attempts are made to connect particular modes of economic thought with their antecedents as well as with the contemporary social and political systems in which they arose. *Prerequisites:* EC 303 and EC 304.

Rock/Taylor

EC 448 *Alternative Economic Theories* [1 C.U.]: A study of alternatives to the neo-classical and Keynesian theories that guide economic orthodoxy. The methodological and analytical foundations of Marxism, Austrianism, Post Keynesianism, institutionalism, and bioeconomism are surveyed. The policy prescriptions that emanate from these theories are compared with those of economic orthodoxy. *Prerequisites:* EC 303 and EC 304.

Rock/Schutz/Taylor

Education

DeTure (Chair)
Cotanche

Latta
McAleer

The Department of Education and Human Development offers academic and field experiences which prepare liberal arts students to enter the teaching profession. Graduates of these state-approved Teacher Education Program are eligible for Florida State Teacher Certification.

The Department of Education offers a major in Elementary Education. Students may take additional courses in the area of Primary Education to supplement this major. Students who wish to teach in secondary schools (grades 6-12) must complete a major in the intended teaching area along with the certification and/or endorsement courses offered by the Department of Education.

As soon as a student decides to seek certification for teaching, s/he must file an Application for Admission to the Teacher Education Program. Applications are available at the Department of Education office. The Director of Teacher Education will notify the student of action taken and will supply an explanation should the application be denied. A student must be admitted to Teacher Education before enrolling in the courses limited to majors and students seeking certification. Elementary majors complete three, three-course mini-minors in selected content areas. Due to state regulations, students who apply for admission must have a combined SAT score of 840 or a combined ACT of 19/23. Also required is a passing score on the College Level Academic Skills Test (CLAST) and a 2.5 GPA in their major or area of certification.

These requirements must be met before students are permitted to student teach.

Course of Study

Students seeking teacher certification, whether at the elementary or secondary level, must complete:

- I. Core courses,
- II. Elementary or secondary sequence courses,
- III. Student teaching.

I. CORE COURSES (*one from each group*)

Group A: Sociological Foundations
ED 100 Contemporary Issues in Education
SO-ED 242 Sociology of Education

ED 271 School and Society

ED-H 305 History of Education

Group B: Psychological Foundations

ED 272 Educational Psychology

ED 287 The Developing Child in the Elementary School

PY 238 Developmental Psychology

PY 261 Learning

Group C: Curriculum or General Methods

ED 315 Teaching Children to Think

ED 324 Curriculum and School Organization

ED 358 Strategies for Classroom Management

IIA. ELEMENTARY COURSE SEQUENCE

ED 306 Teaching and Learning in Elementary Schools

ED 409 The Teaching of Reading

ED 471 Reading Diagnosis with Content Emphasis

ED 471L Field Experience in Reading

EE 317 Music for Elementary Schools

EE 318 Art for Elementary Schools

EE 361 Language Arts for Elementary Schools

EE 362 Mathematics for Elementary Schools

EE 363 Social Studies for Elementary Schools

EE 364 Science for Elementary Schools

EE 367 Health & Physical Education for Elementary Schools

EE 369 Children's Literature

Courses requiring concurrent registration:

ED 409, ED 471, and ED 471L; EE 361 and EE 369.

IIB. SECONDARY COURSE SEQUENCE

ED 307 Teaching and Learning in Secondary Schools

ED 417 Teaching (Particular Subject) in Secondary Schools

ED 417L Teaching (Particular Subject) in Secondary Schools Lab

Courses requiring concurrent registration:

ED 417 and ED 417L

ACADEMIC MAJOR (Secondary Subjects)

Students who intend to teach in secondary or middle schools (grades 6-12) must complete a major in their intended teaching area. Only the following majors are appropriate for secondary certification: Art, Biology, Chemistry, Economics, English, Foreign Languages, History, Mathematics, Music, Physics, Political Science, Sociology, and Theatre Arts. With proper course selection, a student majoring in any of the social or behavioral sciences may qualify for certification in Social Studies. All art majors must also enroll in *EE 318 Art for Elementary Schools*. All music majors must enroll in *EE*

317 Music for Elementary Schools. All foreign language majors must enroll in *EE 355 Teaching (Foreign Languages) in the Elementary School.*

III. STUDENT TEACHING

ED 470, ED 490 or 491

All student teachers must enroll in *ED 470 Competencies for the Beginning Teacher* with student teaching. A teaching internship experience in the area in which the student is to be certified is required of both Elementary Education majors and those obtaining secondary school certification. During the spring term of the junior year, students who have cumulative grade point averages of 2.0, as well as a cumulative average of 2.5 in the major, a passing score on the CLAST, and who can show evidence that all subject prerequisites will be met before placement as a student teacher, may apply for admission to student teaching. The application forms are available at the Office of the Department of Education. These forms are filed with and reviewed by the Director of Student Teaching. **To insure placement, the application for student teaching must be completed and submitted to the Director of Student Teaching by the following dates:**

March 10

For Fall placement

October 10

For Spring placement

Any student not approved for student teaching has the right of appeal to the Review Committee.

During the fall or spring terms of the senior year after approval for student teaching, the student must enroll in either *ED 490: Student Teaching-Elementary*, or *ED 491: Student TeachingSecondary*, as appropriate. This course is worth three course units and is graded on a Credit/No Credit basis. The student teaching experience consists of placement as a full-time teacher for a fourteen-week period in an approved area school. It represents the culminating experience in the professional preparation of teachers.

Special Sequence

By taking additional courses in the area of Primary Education, Elementary Education majors may be certified in this area as well.

Those courses are:

ED 381 Primary Education - Methods and Materials

ED 382 Primary Education - Curriculum

Course of Study

ED 100 Contemporary Issues in Education [1 C.U.]: An introductory course covering current issues in education. Topics include: contemporary school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and contemporary policy controversies. Suitable for non-majors. Open to freshmen, sophomores, and juniors (seniors must obtain consent).

Latta

ED-IC 101 Introduction to American Sign Language & Culture I [1 C.U.]: An introductory course covering the third most frequently encountered language in the United States. This course develops an appreciation for the culture of the deaf and hearing impaired as well as a study of the linguistic components of the language.

Drobney

ED-IC 102 Introduction to American Sign Language & Culture II [1 C.U.]: A continuation of American Sign Language I. *Prerequisite: ED-IC 101.*

Drobney

ED-SO 242 Sociology of Education [1 C.U.]: A study of the role of the school with particular emphasis on political and economic dimensions. The internal structure of American education is analyzed using sociological concepts with a stress on conflict and change. Suitable for non-majors.

Staff

ED 250 Group Dynamics [1 C.U.]: A study of the interrelationships of group members; group roles, procedures and goals; and self-exploration and feedback. Topics include: leadership styles, group climates, size and process, the types of groups, and group functioning. The course includes both didactic and experiential activities with the emphasis upon the experiential (e.g. group functioning, role-playing demonstrations, group problem-solving).

Staff

ED 271 School and Society [1 C.U.]: A study of the social, political, economic, and historical background of the contemporary American school system. This course demonstrates how social forces have shaped the curriculum, organization, and purposes of formal education.

Latta

ED 272 Educational Psychology [1 C.U.]: An application of psychological concepts to children and adolescents in school situations. This course covers: child development; the processes of learning, evaluation, and assessment; and the psychology of teaching. Motivation, perception, personality, intelligence, and learning are central concepts.

Cotanche

ED 287 The Developing Child in the Elementary School [1 C.U.]: A study of the physical, social, cognitive, emotional and creative development of the child through

the elementary school grades. A focus of the course will be an examination of language, personality, motivation and learning styles of the elementary age child. Practical applications based upon theory and research will be stressed.

Shafe

ED-H 305 History of Education [1 C.U.]: An interpretative survey of the role of education in Western society. Emphasis is on a historical analysis of the development of American education in the context of the nation's social and intellectual history.

Staff

ED 306 Teaching and Learning in Elementary Schools [1 C.U.]: A study of the principles of teaching and learning for elementary school teachers. This course reviews curriculum programs found in the elementary school. A unit on using the microcomputer is required. *Prerequisite:* Education major.

Latta

ED 307 Teaching and Learning in Secondary Schools [1 C.U.]: A study of the principles of teaching and learning for secondary school teachers, parallel to **ED 306**.

Latta

ED 315 Teaching Children to Think [1 C.U.]: A study of the recent emphasis on developing children's thinking skills - problem-solving, decision-making, critical thinking, and creative thinking. The course reviews current literature on cognitive development, various models of the thinking process, and theories of intellectual functioning. It emphasizes the development of teaching strategies, techniques of questioning, and instructional materials, and provides opportunity to evaluate published instructional materials.

McLeod

ED 324 Curriculum and School Organization [1 C.U.]: Curriculum planning and school organization for both elementary and secondary schools. Course requirements include: reading cards, book reports, oral presentations, and in-school visitation. Enrollment is limited to those who have been admitted to Teacher Education.

Latta

ED 358 Strategies for Classroom Management [1 C.U.]: This course emphasizes prevention of potential problems through the management of classroom, children, and curriculum. Techniques to move children from external to internal control are reviewed. The course identifies management problems, and matches possible solutions.

McLeod

ED 381 Primary Education: Methods & Materials [1 C.U.]: A study of the sequence of growth in child development. This course covers strategies for observing, diagnosing, and prescribing appropriately for the needs of the early learner whose cognitive development is enhanced by concrete experiences. Different approaches for working with parents and families of ethnically-diverse groups are also presented. This course, together with **ED 382** leads to primary endorsement.

Delcamp

ED 382 Primary Education - Curriculum [1 C.U.]: An investigation of the issues, trends, movements, and practices which have influenced the planning of programs to

address the needs of the early learner, rather than specific subject areas. The theoretically-based curriculum is examined relative to the emotional, social, physical, cognitive, and creative development of the child. This course, together with **ED 381** leads to primary endorsement.

Delcamp

ED 385 Teaching Children with Special Needs [1 C.U.]: This course will examine the characteristics of students with special needs and the special classroom considerations involved in teaching these students. The special populations to be studied include: "at risk" and "high risk" students, including the gifted, the educationally and mentally handicapped, the emotionally and socially maladjusted as well as the physically handicapped. Special emphasis will be given in the course to the specific teaching strategies useful to the regular classroom teacher for working with special student populations.

Cotanche

ED 409 The Teaching of Reading [1 C.U.]: Teaching beginning reading, word recognition diagnosis, study skills, and comprehension, with special emphasis on whole language and literature-based instruction. Informal diagnostic techniques will be introduced. Class assignments include testing and tutoring children in the elementary grades, plus presenting mini-lessons in reading, and group projects. Concurrent with **ED 471** and **ED 471L**. Prerequisites: **EE 361** and **EE 369**.

McAleer

ED 417 Teaching (Particular Subject) in Secondary Schools [1 C.U.]: A seminar on methods of teaching secondary school subjects. Topics include: selection, evaluation, and use of instructional materials; and adaption of the college major to the secondary school setting. Prerequisite: junior status, seeking secondary certification.

DeTure

ED 417L Teaching (Particular Subject) in Secondary School Lab [.5 C.U.]: A preinternship field experience. A minimum of 4 hours a week in a secondary school is required.

DeTure

ED 450 Contemporary Adulthood [1 C.U.]: A study of the dynamics of growing old and the nature of adulthood in contemporary society. Students examine the physical, intellectual, personal and social characteristics of humans during their adult years.

Cotanche

ED 452 Problems of Aging in American Society [1 C.U.]: A study of the problems of the over-sixty population. This course not only analyzes a variety of characteristics of older adults, but is designed to develop practical skills with respect to service delivery systems designed for this group.

Cotanche

ED 470 Competencies for the Beginning Teacher [1 C.U.]: An introduction to the competencies found in the six domains of the beginning teacher program. The skills emphasized include: planning, classroom management, organization of instruction, presentation of knowledge, communication, and evaluation of student progress. This course

provides an opportunity to practice these skills in teaching situations and to use the observation instruments of FPMS. *Concurrent with ED 490 and ED 491.*

DeTure

ED 471 Reading Diagnosis with Content Emphasis [.5 C.U.]: A study of the diagnosis of reading difficulties and the application of reading skills to the content areas. Students are taught to give and interpret reading tests and determine programs of remediation. Additional emphasis is placed on the unique skills required for reading in the secondary or elementary content areas. Laboratory required. *Concurrent with ED 471L and ED 409. Prerequisites:* Education majors.

McAleer

ED 471L Field Experience in Reading [.5 C.U.]: Concurrent with **ED 471** and **ED 409**.

McAleer

ED 490 Student TeachingElementary [3 C.U.]: A full-term student teaching internship including full-time experience in approved local schools under the direction of a cooperating master teacher. This course provides a practical setting in which the student integrates and applies the skills and knowledge acquired during the previous teacher education courses. This course is graded on a credit/no credit basis. *Prerequisite:* senior status, Education major. Concurrent with **ED 470**.

DeTure

ED 491 Student TeachingSecondary [3 C.U.]: See course description for **ED 490**, with appropriate substitutions for teaching level. *Prerequisite:* senior status, seeking secondary certification. Concurrent with **ED 470**.

DeTure

ED 496B Leadership Skills [.5 C.U.]: A study of the implications of various leadership styles on organizational climate and productivity.

Staff

EDM 501 Introduction to the Middle School [1 C.U.]: A study of the characteristics and needs of early adolescents and older children and an identification of effective educational programs and experiences for these students in successful middle schools. Students learn how a middle school should be planned, how to evaluate middle school programs, and how to structure effective learning environments to facilitate learning.

Staff

EDM 503 Teaching Strategies for the Middle School [1 C.U.]: A study of teaching methodologies appropriate for the middle age child. The course focuses on designing, planning, presenting, and evaluating instruction. A special emphasis is placed on instructional strategies that are effective for the cognitive level of development of the middle school child. The class is activity-oriented and includes microteaching.

Staff

EE 317 Music for Elementary Schools [.5 C.U.]: A workshop covering the basic concepts, literature, and methods for teaching music in the elementary grades. Vocal and instrumental music are included, and the course stresses the use of music to provide

creative experiences. Enrollment is limited to those seeking certification in elementary education or music.

Sinclair

EE 318 Art for Elementary Schools [.5 C.U.]: A study of how art can be used to foster child development and supplement learning in the curricular areas. Related topics include: sensory experiences, aesthetics and aesthetic education, the management of a classroom art center, and the adult's role in child art. Participants directly experience an array of artistic media and conduct art activities with children. Enrollment is limited to those seeking certification in elementary education or art.

Brannen

EE 355 Teaching (Foreign Languages) in the Elementary School [1 C.U.]: The principles and methods for teaching foreign language to elementary school children. Course required for all students seeking a foreign language certification.

Luckett

EE 361 Language Arts for Elementary Schools [1 C.U.]: A course based on the whole language concept with process writing as its major focus. Traditional language arts skills are taught as they are incorporated into the process. *Prerequisite*: Education major. Concurrent with **EE 369**.

McAleer

EE 362 Mathematics for Elementary Schools [1 C.U.]: A course utilizing manipulative materials in the teaching of elementary mathematics. Major topics include: the real number system, informal and formal geometry, basic facts and algorithms, measurement and metrics, and problem solving. *Prerequisite*: Education major.

McAleer

EE 363 Social Studies for Elementary Schools [1 C.U.]: A review of special methods of teaching social studies in the elementary grades. Topics include: the foundations for the social studies, exploring the human experience, environmental studies including conservation, teaching strategies for inquiry learning, problem solving, and concept development. *Prerequisite*: Education major.

Latta

EE 364 Science for Elementary Schools [1 C.U.]: An examination of the special methods for teaching science to elementary school pupils, stressing the major concepts and processes of science. Topics include: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in a contemporary society. *Prerequisite*: Education major.

DeTure

EE 367 Health and Physical Education for Elementary Schools [.5 C.U.]: A review of special methods for physical activities for children, concepts and materials of health education, and a study of the values underlying programs of personal fitness for children. *Prerequisite*: Education major.

Staff

Courses of Instruction

EE 369 Children's Literature [1 C.U.]: An examination of literature appropriate for use in the elementary grades. Topics include: the analysis and classification of children's literature; educational benefits of literature in the classroom, recent research in children's literature, major children's authors and illustrators, recurrent themes in children's literature, and techniques for the effective use of literature in the classroom.
Prerequisite: Education major. Concurrent with ***EE 361***.

McAleer

English

O'Sullivan (Chair)	Nordstrom
Carson	Papay
Chow	Pastore
Cohen	Phelan
Couch	Seymour
Curb	Starling
Dunn	West
Edge	Zimmerman
McGraw	

English reflects the spirit of the liberal arts by teaching students to read, think, and write clearly and analytically. Responding to literature enables students to understand the agonies and triumphs of the human condition and the creative endeavors of the human imagination.

The study of English also has practical applications, for students are encouraged to develop skills of analysis, synthesis, and communication which prepare them for successful careers and meaningful lives.

Requirements for the Major in English

Students majoring in English must complete the following program of requirements and electives:

- Five Core Courses
 - E 201/202 Major English Writings, I, II*
 - E 203 Literary Study*
 - E 303/304 American Literature I and II*
- Two electives in English literature before 1900
- Three electives in English above the 100 level. (With the adviser's approval, appropriate literature and language courses offered by other departments may partially fulfill this requirement.)
- Senior Seminar or Senior Independent Study (Senior year)

Requirements for the Minor in English

Students minoring in English must complete the following program of requirements and electives:

- E 201/202 Major English Writings, I, II*
- E 203 Literary Study*

Four courses above the 200 level, including at least two courses in American Literature

Course of Study

E 101 Freshman Rhetoric and Composition [1 C.U.]: Practice in the varieties of writing assignments students are expected to produce in college. Emphasis is placed on improving writing proficiency. Required of all students, except those who score 600 or above on the English Achievement Test.

Staff

E 150 Introduction to Literature [1 C.U.]: An introduction to the structure, characteristics, and socio-cultural significance of literature. This course may be oriented according to particular genres or themes.

Staff

E 201/202 Major English Writings, I and II [1 C.U.]: A critical and historical approach. **E 201** covers writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Donne, Jonson, Milton, and Bacon. **E 202** covers eighteenth-century and Romantic and Victorian writers, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning and Arnold.

Staff

E 203 Literary Study [1 C.U.]: A study of the principal critical approaches to literature and the major concepts, methods, and research tools essential to the study of literature. Required of majors in the sophomore year; taken in conjunction with **E 201**, **202**, or **204**.

Staff

E-WS 210 Women Writers [1 C.U.]: Introduction and values approach to stories, novels, drama and poetry by women. Problem-solving and consciousness raising in small groups relating literature to students' lives on political and social issues such as racism, gender roles, social and economic class, sexuality and religion. Alternate years.

Curb

E 221/222 Selected Studies in World Literature [1 C.U.]: A study of specific motifs throughout world literature. Topics may include mythology, the epic, the international folktale, Greek and Roman literature, movements in European literature from the Renaissance through Existentialism, and writings from the Third World. Suitable for non-majors.

Staff

E 231 The Bible as Literature [1 C.U.]: A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and novels influenced by the Bible. Works range from black spirituals to *The World According to Garp* and *Jesus Christ Superstar*.

O'Sullivan

E 240 Selected Studies in Literary Themes [1 C.U.]: Thematic studies of works of drama, poetry, fiction, and/or prose. The topics for this course vary. Suitable for non-majors.

Staff

E 241 Science Fiction [1 C.U.]: A study of science fiction, beginning with an historical overview from the days of Verne and Wells to the present. A variety of short stories, novellas, and novels are read. Suitable for non-majors.

Papay

E 259 Topics: Studies in Popular Culture [1 C.U.]: Studies in the theories, forms, themes, and genres of popular culture. A comparative study of the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Topics vary. Suitable for non-majors.

Curb/O'Sullivan

E 267/269 Creative Writing: Poetry, Fiction and Writing for Children [1 C.U.]: A workshop course in creative writing. The class includes reading and critiquing student manuscripts.

West

E 270 Environmental Literature [1 C.U.]: A study of poets, novelists, and essayists who have spoken out strongly for the preservation of the environment. Readings include Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey.

Phelan

E 275 Selected Studies in Minority Literature [1 C.U.]: Minority literary studies. Offerings vary year to year. May be repeated for credit. Suitable for non-majors.

Chow

E 290 Personal Writing [1 C.U.]: An experience in writing as self discovery and self expression. This course explores writing as a means to discover thoughts, feelings, and intuitions which would otherwise remain inchoate. *Prerequisite: E 101.*

Nordstrom

E 303/304 American Literature [1 C.U.]: A critical, historical study of the forms and ideas of major American authors. *E 303* includes Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, and Dickinson. *E 304* includes Twain, James, Crane, Fitzgerald, Frost, Hemingway, and Faulkner. *Prerequisite: E 202 and 203.*

Carson/Pastore

E 306/307 Selected Studies in American Literature [1 C.U.]: Studies in forms, traditions, themes, and genres of American literature. Topics vary. *Prerequisite:* junior, senior status.

Staff

E 308 Selected Studies in British Literature [1 C.U.]: English literary studies, varying from year to year as to authors, themes, genres, or historical and cultural movements. May be repeated for credit. *Prerequisite:* junior, senior status.

Staff

E 309 British Renaissance Literature [1 C.U.]: A study of major works of the sixteenth and seventeenth centuries, complementary to those read in English 201. Possible authors include More, Skelton, Wyatt, Surrey, Sidney, Spenser, Marlowe, Raleigh, Campion, Hooker, Webster, Herrick, Herbert, Marvell, and Milton. *Prerequisite:* E 201 or consent.

Nordstrom

E 314 Chaucer [1 C.U.]: A close reading of the *Canterbury Tales*, through which a knowledge of medieval English language and culture is gained. *Prerequisite:* E 201.

Phelan

E 315 Seminar in Virginia Woolf [1 C.U.]: An advanced literature course devoted to Virginia Woolf. This course includes an extensive reading list and requires contribution to weekly seminar discussions, a reader's notebook, and short essays.

West

E 317/318 Shakespeare [1 C.U.]: A study of Shakespeare's major plays and sonnets. Both courses include comedies, tragedies, and histories. **E 317** covers the early plays; **E 318**, the later. The class gives attention to literal, poetic, philosophical, and dramatic meanings of the plays. Classes include reading aloud, acting out, hearing professional performances, and responding in writing and discussions. Suitable for non-majors.

Nordstrom/O'Sullivan

E-WS 322 American Feminist Poets [1 C.U.]: An intensive study of selected recent poetry and prose which illustrate women's struggles and strengths. The course may feature such contemporary poets as Gwendolyn Brooks, Denise Levertov, Adrienne Rich, Anne Sexton, Sylvia Plath, Audre Lorde, Margaret Atwood, June Jordan, Marge Piercy, Alice Walker. Students will explicate language, forms, and feminist content. Alternate years. Offered in 1992-93.

Curb/West

E 326 Southern Writers [1 C.U.]: A study of selected Southern writers, including novelists, dramatists, and poets. *Prerequisite:* upperclass status or consent.

Staff

E 332 English Literature: Romantic Poetry [1 C.U.]: A study of the literature and critical thought of the English Romantic Movement, with special emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley. *Prerequisite:* E 202.

Cohen/Starling

E 333 Victorian Poetry and Prose [1 C.U.]: The themes and styles of the major Victorian poets and essayists, such as Carlyle, Mill, Ruskin, Arnold, Tennyson, and Hopkins. The literary works are also studied against the backdrop of Victorian culture and counter-culture, including aspects of English art, history, science and politics from 1830-1900. *Prerequisite:* E 204.

Cohen

E 351/352 Assessing and Responding to Writing [1 C.U.]: Instruction and practice in reading and responding to the writing of others. The course includes standard techniques of drawing the writer out, raising appropriate questions on drafts, and identifying stage drafts. Students practice on their own writing and that of others. Writing includes a journal, a self-analysis of composing skills, and an independent project.

Papay

E 354 Contemporary African American Drama [1 C.U.]: A study of major playwrights from civil rights and Black revolutionary movements to present day. Playwrights may include Hansberry, Childress, Baraka, Bullins, Milner, Kennedy, Dean, Shange, Fuller, Wilson. Students will analyze intersections of art and politics, self-expression and collective action. Alternate years. Offered in 1992-93.

Curb

E-WS 360 Multicultural Women Writers [1 C.U.]: An exploration of the voices and visions of narrative writers whose works blur genre boundaries from African diaspora writers, such as Bessie Head, Buchi Emecheta, Paule Marshall, Toni Morrison, Alice Walker, to global indigenous writers such as Keri Hulme, Patricia Grace, Sally Morgan from India, Australia and New Zealand. Course will question concept of economic development in context of racial and sexual oppression. Alternate years. Offered in 1992-93.

Chow/Curb

E 366 Twentieth Century British and American Poetry [1 C.U.]: A seminar on British and American poets of the twentieth century, with emphasis upon the major poets.

West

E 367/369 Creative Writing [1 C.U.]: Advanced creative writing. *Prerequisite:* E 267 or E 269 and consent.

West

E-WS 375 Feminist Drama [1 C.U.]: An excursion into grassroots and alternative theatre focusing on women's issues such as attitudes toward food and body image, mother/daughter relationships, pornography and violence, madness, addictions, aging, spirituality, politics. Values approach involves consciousness raising and group projects. Play readings and collaborative workshop creations. Recommended for theatre and women's studies students and anyone wishing to explore hidden creativity. Alternate years. Offered in 1993-94.

Curb

E 381 Modern European Novel [1 C.U.]: A study of the development of contemporary fiction in Europe. Representative authors include Flaubert, Dostoevsky, Tolstoy, Hesse, Kafka, and Camus. Not open to freshmen.

Chow

E 390 Expository Writing [1 C.U.]: An advanced course in essay writing, assuming competency in conventional syntax, mechanics, and organization, as learned in freshman composition. *Prerequisite:* E 101 or consent.

Staff

E 392 Expository Writing: Environmental Issues [1 C.U.]: An advanced composition course focusing on writing about environmental issues. The course teaches skills in writing of various kinds: the argumentative essay, the technical report, the book review, and the personal essay which is a "reading" of nature. *Prerequisite: E 101* or consent.

Phelan

E 393 Expository Writing: Business Communications [1 C.U.]: An advanced composition course focusing on business communication, especially the writing of letters and technical reports. *Prerequisite: E 101* or consent.

Papay

E-WS 396 Expository Writing: Women's Lives [1 C.U.]: Upper level women's studies writing course for mature and creative students. Readings from autobiographies, journals, letters, and personal essays by women. Study of theories of autobiographical writing and varieties of approaches to writing one's life. Strategies of journal keeping, interviewing, essay writing, letter and resume writing, selecting material and writing a chapter of a biography or autobiography. Alternate years. *Prerequisite: E 101* or consent.

Curb

E 399/499 Independent Study

E 451/452 Advanced Writing Consultancy [1 C.U.]: A practical experience in advanced writing consultancy in the Writing Center. Students keep a journal, prepare materials for consultant training, and develop an independent project connecting their work in the Writing Center to general practice and theory. This course is primarily for students planning careers in writing or teaching writing. *Prerequisite: E 351/352* and writing consultant experience.

Papay

E 455/456 English Novel I & II [1 C.U.]: A discussion-oriented study of the development of the English novel. *E 455* covers novels by Richardson, Defoe, Fielding, Smollett, and Sterne. *E 456* covers Scott through Hardy. *Prerequisite: junior status.*

Cohen/O'Sullivan

E 490 Senior Seminar

Environmental Studies

Allen (Chair)
Siry

Stephenson

The Environmental Studies major is an interdisciplinary program for the study of natural and cultural systems essential for sustaining the quality of life on earth. Because environmental subjects must be examined from many points of view—scientific, economic, ethical, historical, political, and sociological—it includes disciplines and faculty from several departments. Students study the uses and protection of those resources that are essential for economic development and public well being.

This major offers a common curriculum that will accomplish two fundamental objectives. The first is to provide a sound basis of knowledge which will enable the student to analyze and recommend actions on environmental issues, problems, and opportunities. The second is to provide either for more extensive course work across a number of disciplines, or for more intensive course work within one discipline.

Environmental Studies classes may supply the student with (1) preparation for a career in environmentally-related areas of concern; (2) a broad background in several related areas of study in the tradition of a liberal arts education; (3) some concentration in a particular discipline combined with the environmental major; (4) a basis for further study on the graduate level.

An essential part of these courses is to involve students in real environmental problems existing beyond the campus. Florida has been in the forefront of environmental issues in recent years and has pioneered attempted solutions. Therefore, the field experiences and guest lecturers associated with this major give a distinctive advantage to pursuing Environmental Studies at Rollins College.

An adviser should be selected who is associated with the Environmental Studies program. With the adviser's consent, courses especially relevant to the student's individual needs may be substituted for non-core courses. Students who intend to pursue graduate study in a different discipline should minor in that discipline.

Requirements for the Major

Graduation requirements are met by taking 16 courses relating to the major and approved by the adviser. Nine core courses are required for both the Culture and Environment and Environmental Policy tracks:

ES 120 The Biosphere with Lab
ES 130 The Geosphere with Lab
ES 140 Physical Concepts of Environmental Science
ES 189 The Environmental Crisis in its Cultural Context
ES 292 Political Economy of Environmental Issues
ES 308 Science & Policy in the Atomic Age, OR
ES-PH 309 Environmental Ethics
ES-B 316 Ecology
ES 389 Environmental Planning
ES 433 Senior Seminar in Human Ecology

In addition, each student chooses one of the tracks listed below to complete the 16-course major.

Culture and the Environment Track

At least 5 courses of the remaining 7 must be in the Culture and the Environment track. Four of the seven courses must be at the 300 level or above.

AN 200 Cultural Anthropology
AN-ES 205 Topics in Anthropology: Ecological Anthropology
AN-ES 355 Dynamics of Socio-cultural Change
AN 465 Seminar in Culture and the Environment
E 270 Environmental Literature
E 392 Expository Writing for Environmental Studies
ES 175 The Tools of Discovery
ES-LC 204 Caribbean Environmental History
ES 260 History of Technology
ES 308 Science & Policy in the Atomic Age
ES 343 History of Science (Prerequisite: Junior standing or higher)
ES 347 Islands in the Stream
ES 372 Images of the Environment as Seen Through Film
ES 375 Florida Culture and the Environment
ES 377 Wilderness and the American Mind
ES 383 History of Conservation in the U.S.
ES 390 Culture and Landscape
ES 399 Independent Study or Internship
ES 483 History of Conservation in the World
R-ES 260 World Religions and the Environment
R-ES 319 Contemporary Religious Thought and the Environment

Environmental Policy Track

At least 5 courses of the 7 must be in the Environmental Policy track. Four of the seven courses must be at the 300 level or above.

AU-ES 389 Environmental Issues of Australia
EC 221 Statistics for Economics

EC 355 Environmental Economics
ES 133W Encountering the Everglades & Keys
ES 242 Environmental Analysis
ES 289 Urban Crisis and Community Development
ES 308 Science & Policy in the Atomic Age
ES 348 Sustainable Development
ES 362 Environmental Politics
ES 386 Environmental Law
ES 391 Principles and Practices of Urban Planning
ES 499 Independent Study or Internship
M 120 Statistics for the Natural Sciences
PO 324 Public Policy Analysis
PO 361 Sunbelt Politics
SO 320 Social Change in the Future

Science Track

Core Courses

B 120 General Biology I
B 121 General Biology II
C 120 General Chemistry I
C 121 General Chemistry II
ES 189 The Environmental Crisis in its Cultural Context
ES 292 Political Economy Environmental Issues
ES 308 Science & Policy in the Atomic Age or
ES-PH 309 Environmental Ethics
ES-B 316 Ecology
ES 389 Environmental Planning
ES 433 Human Ecology (Senior Seminar)

The *B 120/121* sequence is preferred, but *ES 120 (Biosphere)* may be substituted for *B 121* only, except under unusual exceptions when it can be substituted for *B 120*.

Plus Six Electives: (At least three must be 300 or 400-level)

AU-B 288 The Flora & Fauna of Australia
AU-ES 387 The Ecology of Victoria
AU-ES 388 Australia's Physical Environment
B 229 Microbiology
B 234 Plant Kingdom
B 282 Freshwater Biology
B 284-384 Marine Biology
B 287-387 Tropical Field Biology
B 288-388 Marine Biology of the Pacific
B 311 Plant Physiology
B 312 Animal Physiology

Courses of Instruction

B 351 Population Biology

B 408 Genetics

B 462 Evolution

Any other biology course at 200-400 level

C 110 Chemistry and the Environment

C 220/221 Organic Chemistry

C 305 Physical Chemistry I

Any other chemistry course at 200-400 level

ES 130 The Geosphere with Lab

ES-B 220 Field Botany

ES 242 Environmental Analysis

ES 499 Independent Study or Internship in Environmental Science

Requirements for the Minor

ES 120 The Biosphere with Lab

ES 189 The Environmental Crisis in its Cultural Context OR

ES 292 Political Economy of Environmental Issues

ES 308 Science and Policy in the Atomic Age, OR

ES 309 Environmental Ethics

ES 389 Environmental Planning OR

ES 433 Senior Seminar in Human Ecology

In addition to the above, students choose 3 electives in Environmental Studies, two of which must be at the 300 level or above.

Course of Study

ES 120 The Biosphere with Lab [1.5 C.U.]: A survey of current biological principles, emphasizing the structure and function of cells; plant and animal physiology and anatomy, development, genetics, diversity, ecology, and evolution.

Richard

ES 130 The Geosphere with Lab [1.5 C.U.]: An introduction to earth science which includes geology, oceanography, and meteorology. *Prerequisite: ES 290* or consent.

Scheer

ES 140 Physical Concepts of Environmental Science [1.5 C.U.]: A study emphasizing the atmosphere (climatology), the hydrosphere (hydrology and oceanography), and the lithosphere (geology—especially with landforms and the processes which shape them). The course discusses how these interact with the biosphere and help to explain the special distribution of life-forms. Laboratory required. Not open to students who take *ES 150*.

Scheer

ES 150 Physical Geology [1.5 C.U.]: An introduction to minerals and rocks—their formation, distribution, and alteration—as well as the formation of natural landscapes. The course focuses on the theory of plate tectonics. The laboratory emphasizes the properties and identification of selected important minerals and rocks, and the interpretation of both topographic and structure maps. Field trips focus on the geological processes and earth products of Central Florida. Laboratory required. Not open to students who take *ES 193*.

Scheer

ES 160 Historical Geology [1.5 C.U.]: A study of Earth's history and the fossil record. Plate tectonics serve as a major global theme. North America receives special attention, as does the origin, distribution, and identification of geological resources; and the evolution of life as recorded in the fossil record. Laboratories cover: paleogeography, paleontology, economically important minerals and rocks, and field trips to geologically-based extractive industries in Central Florida. Laboratory required. Not intended for majors.

Scheer

ES 162 The Seas Around Us [1 C.U.]: A study of the molten, gaseous, and briny seas as systems which nurture organic, cultural, and individual growth. Modern industrial changes in habitat and habitation that have altered the sea, the air, and the earth are evaluated in literary, artistic, and scientific portrayals.

Siry

ES 165 Environmental Geology [1.5 C.U.]: A study of environmental geology through two major components. First, geological resources are studied, including: origin, composition and classification, distribution, exploration, recovery, and utility. Laboratory and field trips stress economically important minerals, rocks, and fossil fuels as well as visits to geologically-based extractive industries in Central Florida. Secondly, emphasis is given to case studies of geologic hazards such as earthquakes, volcanism, and damages induced by water movements. The implications that geologically-hostile environments hold for planning processes are discussed. Laboratory required. *Prerequisite: ES 150*. Alternate years.

Scheer

ES 175 The Tools of Discovery [1.5 C.U.]: A study to acquaint students with the mechanics and implications of tools such as the telescope, the microscope, the cloud chamber, and the computer. Students use and construct tools including building a photovoltaic array which creates an electrical circuit to power other tools. The course explains the principles behind these machines, the working of these tools, and the impact of certain tools on cultures.

Siry

ES 185 The Solar Society [1 C.U.]: An examination of the science of radiant energy; the mythology of solar radiance; and the technology of "sun power" used to fuel residences, buildings, communities, and ecosystems. The course discusses necessary scientific, social, and ethnic methods for sustaining human needs.

Siry

ES 189 *The Environmental Crisis in its Cultural Context* [1 C.U.]: An interdisciplinary view of humanity's responsibility to nature, the technocratic drift of society, and the conflicts between material and environmental values. Emphasis is given to the development of the mechanistic world view and the re-emergence of an organic or holistic perspective.

Allen/Stephenson

ES-LC 204 *Caribbean Environmental History* [1 C.U.]: A study of the clash between American, European, and African cultures in the East Indies, and how their conquest by Europeans changed the history of the modern world. Contemporary and historical geography of Florida, Mexico, and the Caribbean sea are viewed in the light of Spanish conquest, native assimilation, and African colonization.

Siry

ES-AN 205 *Introduction to Human Ecology* [1 C.U.]: See description listed under Anthropology.

Staff

ES 210 *A Tale of Two Coasts: Coastal Conservation and Development* [1 C.U.]: A field study of the major littoral habitats of North America and the Caribbean focusing on land, water, energy, and wildlife preservation issues. A biogeographical approach is used in the discussion of tidelands conservation. The class is introduced to the creatures, natural amenities, and resources of the rocky intertidal, sand beaches, mangrove swamps, estuaries, marshes, and coral reefs on the Atlantic and Pacific Oceans. The World Conservation Strategy is combined with field work to evaluate the endangered species, shrinking wild habitats, and declining productivity of coastal zones.

Siry

ES 216 *Ecology with Lab* [1.5 C.U.]: A study of the interrelationships of organisms and their environments, including population, community, and ecosystem ecology. Emphasis is on aquatic and terrestrial systems of Central Florida. Laboratory required.

Richard

ES 220 *Field Botany with Lab* [1 C.U.]: An examination of the taxonomy, evolution, ecology, and environmental significance of local flora through directed observation, identification, and experimental analysis. Field work emphasis is on developing proficiency in description and identification of plant specimens obtained; and interpreting evolutionary and ecologic relationships among plant groups. Laboratory required. *Prerequisite: B 121 or ES/B 192.*

Staff

ES 242 *Environmental Analysis* [1 C.U.]: A course developing a scientific approach to defining environmental problems and determining which to study. Methods are compared for application to particular problems (e.g., field measurements, sampling, and questionnaires). Details of data collection and analysis are considered, including statistical analyses and potential use of computers. The course also includes a presentation of results—how to prepare them, where to publish or present them, and possible blockades.

Staff

ES 260 History of Technology: Tools of Toil [1 C.U.]: A history of mechanization and cultural change. This course combines a survey of tool evaluation, design, and application from the ancient world to this century with discussions concerning the social and psychological influences of numerous mechanical advances. An examination of modern industrialisms' roots and global influences on labor and resources is tied to the student's personal use and daily dependence upon tools.

Siry

E 270 Environmental Literature [1 C.U.]: A study of poets, novelists, and essayists who have spoken out strongly for the preservation of the environment. Readings include: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey.

Phelan/Stephenson

ES 282 Freshwater Biology [1 C.U.]: An exploration of the physical and chemical factors operating in the aquatic environment. The objective of the course is to develop an awareness of the complex nature of the aquatic environment and the diversity of life in this medium. Individual groups are put together as populations and communities and the applied side of biology is examined through a short study of water-pollution biology. With laboratory and field trip.

Staff

ES 289 Urban Crisis: Nature in the City [1 C.U.]: A study of man's search for community in an increasingly urban society. The course focuses on the separation of man from nature, from which the urban experience is examined. The course further studies the possibilities that exist for community development and reuniting man with nature.

Stephenson

ES 291 Alternatives to Chemical Agriculture [1 C.U.]: An exploration of the philosophical and technical underpinnings of ecologically-sound agricultural practices. The course studies the development of agriculture as an arm of the chemical industry and practical alternatives. The class project is the creation of an organic garden on campus.

Allen

ES 292 Political Economy of Environmental Issues [1 C.U.]: A study of the political and economic framework of contemporary environmental issues. This course traces the transformation of organic society into market society, and the resulting commodification of nature.

Allen

ES 308 Science and Policy in the Atomic Age [1 C.U.]: A critical look at the changes in modern physics, politics and warfare as it relates to energy requirements. The class examines the role of sciences in society, economics, political processes, legal safeguards, and international relations. Readings integrate the history and philosophy of science with a history of international relations and studies emphasizing nuclear physics, energy policy making, impact of war, and human ecology.

Siry

ES-PH 309 Environmental Ethics [1 C.U.]: An exploration of the interrelationships among people's basic guiding values, the use of the earth's resources, and the possibilities for human survival. This course reviews the current "storm of crises" confronting

humankind (e.g., population, food, energy, and pollution) technologically-possible solutions; seeks to discover what actions ought to be taken, what attitudes ought to be promoted, and whether non-humans (i.e., animals and plants) ought to be considered.

Peters/Wettstein

ES-B 316 Ecology [1.5 C.U.]: A field-oriented course covering the fundamental processes and organization which characterize populations, communities, and ecosystems. Laboratory study emphasizes standard field methodology in the analysis of representative aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades regions. *Prerequisite: B 234 or 236 or consent.*

Richard

ES 343 History of Science [1 C.U.]: A basic overview of the major ideas, issues, and personalities which shaped modern physics, chemistry, biology, earth, and behavioral sciences. The course studies the riddles that time, measurement, momentum, reproduction, disease, temperature, and death posed for ancient and medieval, as well as modern, peoples. The course also examines the influences of craftsmanship, scholarly institutions, tools, intuition, and alchemy in the formulation of scientific theories, natural laws, and experimental research. *Prerequisite: H 101-102 or consent.*

Siry

ES 347 Islands in the Stream [1 C.U.]: An introduction to island nature study through the examination of the literature and natural history of the United States' most tropic isles. Reefs, mangroves, fisheries, and wildlife are studied together with literary sources to more fully understand the issues in tropical island preservation and conservation. Discussion of the cultural and natural values enhanced by the protection of rare island ecosystems is a primary objective. Winter term.

Siry

ES 348 Sustainable Development [1 C.U.]: A study of the development of an alternative path to economic development which is consistent with the laws of nature. This course explores both theoretical and actual development strategies that are ecologically and socially acceptable.

Allen

ES 353 National Parks and Protected Areas [1 C.U.]: A study of the role of protected areas in sustaining society. The course examines the uses of national parks as pleasuring grounds, genetic banks, working ecosystems and symbols of our heritage, looking most closely at the national park systems of the United States, Great Britain, France and Costa Rica. Each of these countries approaches management of its parks from a different socio-economic position, with the need to protect different resources for different reasons.

Allen

ES 362 Environmental Politics [1 C.U.]: An examination of the political institutions, economic structures, and social conditions that have diminished the biological diversity of plant and animal species to the point where Earth's ecological life support systems are breaking down. Through analyzing the limits of ideological politics, the course

demonstrates the national and international dimension of acid rain, drought, atmospheric contamination, toxic wastes, extinction, and mass starvation. Policies and priorities are examined from both an ecological and humane perspective. *Prerequisite:* American Government or American History.

Siry

ES 372 *Images of the Environment as seen Through Film* [1 C.U.]: An examination of the various aspects of society's involvement with the environment and how it has been depicted and often shaped by filmmakers. The course is divided into four topics: attitudes toward nature and wilderness, attitudes toward technology, the exploitation of nature, and visions of the future. Films may include: *Modern Times*, *Koyaanisqatsi*, *Jeremiah Johnson*, *The Apprenticeship of Duddy Kravitz*, "Harlan County USA," *Bambi*, *Metropolis*, *Never Cry Wolf*, *Wild River*, and *The Day the Earth Caught Fire*. *Prerequisite:* one ES course or consent.

Allen

ES 377 *Wilderness and the American Mind* [.5 C.U.]: An exploration of the American perception of wilderness and the effects of that perception on the use and abuse of wild nature.

Scheer

ES 386 *Environmental Law* [1 C.U.]: A generalist's perspective on the interpretation and application of federal, state, and local environmental regulations in the U.S. Attention is given to major federal environmental legislation, focusing mainly on national land use planning and the federal judicial response to environmental problems both past and present. Topics covered include: air pollution, water pollution, dredge and fill laws, historic preservation, and toxic waste regulations. Recommended: *ES 120, 189, 292*.

Staff

ES 375 *Florida Culture and the Environment* [1 C.U.]: An examination of the diversity of living forms and functions that give life to Florida's ecosystems. This course will trace the emergence of a state environmental policy, from the earliest conservation efforts to the comprehensive legislation that has made Florida a leader in growth management and environmental protection. Students will examine the conflicts between ideologies of growth and environmental values that have been central to state development issues.

Stephenson

ES 383 *History of Conservation in the U.S.* [1 C.U.]: A study of the evolution of ecological thought from the romanticism of John Muir to the scientific underpinnings provided by Leopold. This course explains what it means to have an ecological orientation to the world, or in the words of Aldo Leopold, what it means to "think like a mountain."

Stephenson

ES 389 *Environmental Planning* [1 C.U.]: A practical, interdisciplinary approach to managing limited environmental resources. Course work emphasizes an understanding of the competing demands for urban growth and development and the need to conserve and protect the natural environment. The course concludes with an examination

of environmental issues in Central Florida. *Prerequisite:* ES 189. *Recommended:* ES 120 and ES 292.

Stephenson

ES 390 Culture and Landscape [1 C.U.]: A study of landscapes of New England, the Great Plains, Appalachia, and coastal Florida. The ecological properties that shape these regions is analyzed. The intensive development of fragile coastal ecosystems has disrupted the natural world, displacing traditional cultures and creating an intractable set of problems for present and future generations.

Stephenson

ES 391 Principles and Practices of Urban Planning [1 C.U.]: A study of the practice of urban planning that focuses on how to develop and implement a comprehensive plan for a community. The course examines planning principles related to: forecasting land use needs, environmental constraints on land use, location criteria for compatible land development, capital improvements programming and financing, sewer and water extension policies for plan implementation, the practice of zoning, and the organization and administration of a planning agency.

Stephenson

ES 399/499 Independent Study/Environmental Research: Field and problem-oriented independent research topics in the area of specialty. *Prerequisite:* sophomore or junior standing for ES 399; senior standing and consent of adviser for ES 499.

Staff

ES-AN 405 Seminar: Ecology of Coastal Communities. see description listed under Anthropology.

ES 413 Senior Seminar in Environmental Issues [1 C.U.]: An interdisciplinary capstone experience. Students are responsible for researching an environmental issue related to a common theme. Research is conducted under the guidance of the Environmental Studies faculty and presented in both oral and written form in an open seminar format.

Siry

ES 433 Human Ecology [1.5 C.U.]: A seminar and field study exploring divergent explanations of human behavior as influenced by chemical, biological, and cultural evolution. Current ecological concepts and methodology are introduced as a basis for understanding and implementing the world conservation strategy of the United Nations. By tying the scientific method to actual preservation problems in the developing and industrial countries; the course analyzes the influences of photosynthesis, genetics, diseases, nutrient cycles, energy, tools, population change, morals, and wildlife protection on human societies and institutions.

Siry

ES 483 History of Conservation in the World [1 C.U.]: A course tracing the development of the international conservation movements and their influences on American economics, artistic and literary expression, and natural resources utilization.

Siry

Foreign Languages

French, Classical and New Testament Greek, German, Italian, Latin, Brazilian Portuguese, Russian, Spanish

Lima (Chair)

Boguslawski

Borsoi

Decker

Francis

Gorrell

Greene

Kerr

Lancaster

Lopez Laval

Marshall

Mesavage

The Department of Foreign Languages offers courses of study in a variety of areas for students who wish to acquire knowledge of a foreign language and the literature and culture it embodies. The courses also provide, at the more advanced levels, preparation for those who anticipate graduate study and research or who plan to teach or those who wish to use foreign language as an important skill in various professional fields.

The department offers majors and minors in French, German, Spanish, and Classical Studies, a major in Foreign Languages and a minor in Russian.

I. French, German, and Spanish Majors

In addition to the requirements listed below students majoring in French, German or Spanish must complete one of the following COMPLEMENTARY OPTIONS listed below:

- A. Courses through 201, or its equivalent, of any other language.
- B. Courses through 102, or its equivalent, of any two other languages.
- C. A minor in another foreign language or in Classical Studies.

French Major

French majors must complete 10 courses beyond the 200 or 201-level: a core of 5 courses which include *FR 201; 202; 301 or 311; 321 or 322 or 323; 331*; plus a concentration in either literature or civilization. Students exempted from *FR 201* must take both *301* and *311* of the core courses. The literature concentration requires 3 literature at the 300/400 level and 2 civilization courses. The civilization concentration requires 3 civilization courses at the 300/400 level and 2 literature courses. In addition, Complementary Option A, B, or C must be completed.

German Major

Ten courses at the 200-, 300- and 400-level. During the senior year students must attend *GN 481, Seminar in German Studies*.

Spanish Major

Two programs are offered for a Spanish major—one for native speakers, the other for non-natives. Because native speakers have varying degrees of language proficiency, the final judgment of determining whether a student is classified as a native speaker rests with the Spanish faculty.

Spanish Major for Native Speakers

All of the following must be completed:

1. *SH 321, SH 322, SH 331, SH 332, SH 333, SH 334, SH 431, SH 432.*
2. *FL 301 Introduction to Language*
3. One elective selected among winter term offerings, *SH 481*, or the Verano Español program in Madrid.
4. Complimentary Option A, B, or C must be completed.

Spanish Major for Non-Natives

All of the following must be completed.

1. *SH 201, SH 202, SH 203, SH 311, SH 321, SH 331, SH 334*
2. One 400-level course in Spanish
3. Three electives in Spanish at the 300-level or above at Rollins or in the Verano Español program in Madrid.
4. Complimentary Option A, B, or C must be completed.

FRENCH, GERMAN, RUSSIAN, AND SPANISH MINORS

Students may minor in French, German, Russian, and Spanish. A German or Russian minor requires successful completion of 6 courses 200-, 300- or 400-level (*FL 301* may not count as one of the language courses toward a minor.) The requirements for the other minors are described below.

French Minor

The French minor consists of 6 courses: a core of 4 courses plus 2 French electives. The core courses are *FR 201, 202, 301* and/or *311, 321* or *322, 323* or *331*.

(Note: Students exempt from intermediate courses must take the four 300-level courses in the core, plus two electives.)

Spanish Minor for Native Speakers

All of the following must be completed

1. *SH 321, SH 331, SH 334*
2. Two electives at the 300-level
3. One elective at the 400-level

Spanish Minor for Non-Natives

All of the following must be completed:

1. *SH 201, SH 202, SH 203, SH 301*
2. *SH 321* or *SH 322*
3. One elective at the 300-level
4. A minimum of six courses in Spanish (i.e., if a student is exempt from any of the above courses, an additional course must be taken)

II. Major in Foreign Languages

Students may major in Foreign Languages by completing sixteen (16) courses, distributed as follows:

- A. *Principal Language Area* (6-8 courses). Students must complete the requirements for a minor in one language.
- B. *Second Language Area* (minimum of 4 courses). Students must complete four (4) language* courses in a second language.
- C. *Third Language Area* (minimum of 2 courses). Students must complete three (3) language* courses in a third language.
- D. Students must complete *FL 301 Introduction to Language* (one course)
- E. Students who have exempted the *101-102* sequence of the Principle Language Area must take an additional language* course in one of the three language Areas.

*Courses in translation may NOT be used to satisfy this requirement.

III. Classical Studies Major and Minor

Students may choose a major or a minor in Classical Studies. Detailed information about requirements and course descriptions is located in the Classical Studies Section.

IV. Other Curricular Opportunities

STUDY ABROAD

Qualified Rollins students may participate in foreign study programs. Such students may:

1. apply directly for admission to a foreign university.
2. apply for admission to an approved foreign study program administered by another U.S. college, university or consortium.

3. participate in Rollins College's own overseas programs. Currently, Rollins offers a summer program in Madrid—*Verano Español*—and Winter Term programs in such places as Russia, Austria/Germany and France.

If students choose either of the first two options, they must fill out the Request for Study Abroad forms available at the Dean of the Faculty's Office.

With the approval of the Department, courses completed by language majors in accredited academic programs abroad may count toward the major if such courses are taken in the foreign language, even though they may not be labeled language study courses.

SOUTHEAST CONFERENCE

The Department of Foreign Languages hosts the biannual Southeast Conference on Foreign Languages and Literatures. Scholars from colleges and universities throughout the United States and foreign countries are invited to Rollins. Scholarly papers on literary and pedagogical topics concerning all the languages taught in the department are solicited for presentation. The conference, open to all members of the Rollins community, welcomes the exchange of academic interests in all foreign languages.

Course of Study

Offerings taught in English (See appropriate heading for description)

CL 231 *Love at Rome: Roman Literature in Translation*

CL 323 *Greek and Roman Mythology*

CL 233 *Homer, Hubris, Gods and Mortals: Greek Literature in Translation*

CL 234 *Ancient Novel in Translation*

CL 481 *Senior Seminar in Classical studies*

FL 301 *Introduction to Language*

FR 242 *Imaginary Voyages in French Prose Fiction*

GN 321 *Germany Today: East Meets West*

GN 331 *Survey of German Literature I*

GN 341 *There's No Place like Home*

RN 221 *Introduction to Russian Culture*

RN 241 *Survey of Russian Literature in Translation*

General

FL 301 Introduction to Language [1 C.U.]: An introduction to the general nature of language as viewed by linguists. The course is a survey of those components which constitute the structure of human languages (phonology, morphology, syntax, and semantics). Other areas studied include language change and language variety. Taught in English.

Staff

Modern Languages

Prefix determined by language: French (FR), German (GN), Italian (IT), Brazilian Portuguese (PT), Russian (RN), Spanish (SH).

French

FR 101 Elementary French [1 C.U.]: An introductory-level French language course for beginners or those who have studied one year of French in high school. This course stresses speaking through intensive oral practice of grammar and vocabulary. Short readings, cultural materials, and laboratory work supplement classroom drills. Taught in French.

Staff

FR 102 Elementary French [1 C.U.]: A continuation of **FR 101**, the elementary French language course. This course stresses speaking through intensive oral practice of grammar and vocabulary. Readings, cultural materials, and laboratory work supplement classroom drills. Taught in French. *Prerequisite:* **FR 101**; or no more than two years' French study at high school level.

Staff

FR 201 Intermediate French [1 C.U.]: An intermediate-level French language course that provides a review of grammar, emphasizes vocabulary and expression building, and presents more challenging reading and writing assignments. Oral proficiency is augmented with laboratory exercise. Taught in French. *Prerequisite:* **FR 102**, or no more than three years' French study at high school level.

Staff

FR 202 Intermediate French [1 C.U.]: The second semester of **FR 201**, the intermediate French language course. Reading for comprehension and expansion of vocabulary; practice for improvement of oral and written proficiency; enhancement of cultural background; application and reinforcement of grammatical concepts. Laboratory work complements the course. Taught in French. *Prerequisite:* **FR 201**, or four years' French study at the secondary high school level.

Staff

FR 242 Imaginary Voyages in French Prose Fiction [1 C.U.]: An evaluation of the imaginary voyage genre in French prose fiction as a vehicle of ideas. Students investigate the genre's polemic, concentrating on the utopian motif, the characterization of non-Europeans, and the changing social, political and philosophical concepts presented by French authors from the Middle Ages to the present. Principal authors include: Chretien de Troyes, Rabelais, Voltaire, Jules Verne, Celine, Butor, and Tournier. Taught in English. Alternate years. Offered in 1993-94.

Lima

FR 301 Advanced French [1 C.U.]: Reading and discussing short literary texts from various periods. Grammar exercises and composition assignments related to the readings encourage the mastery of vocabulary, grammatical structures, verb forms, and idioms. Taught in French. *Prerequisite*: **FR 202** or consent.

Staff

FR 311 Composition and Conversation [1 C.U.]: Readings on contemporary French culture serve as a basis for class discussions about topics of current interest. Students have the opportunity to perfect communication skills through writing compositions and making oral presentations. Taught in French. *Prerequisite*: **FR 202** or consent.

Staff

FR 321 French Civilization, Culture, and History [1 C.U.]: An examination of the major political, intellectual, social and economic events in French society. The conflict between traditional and modern values will be studied through issues such as education, the family, employment, and the place of women in society. Lectures and discussions in French. *Prerequisite*: **FR 202** or consent. Alternate years.

Staff

FR 322 Introduction to Francophone Civilization: Africa and the Caribbean [1 C.U.]: An introduction to the social, linguistic, religious, political, economic, and intellectual aspects of French speaking countries beyond Europe. This course focuses on the non-French contributions of these Francophone cultures. Topics include: the development of political aspirations, language and education in transition, changing social values, modified religious practices, and economic structure. Taught in French. Alternate years. Offered in 1993-94.

Lima

FR 323 Introduction to the Civilization of Quebec [1 C.U.]: An introduction to the political, intellectual, religious, social, linguistic, and economic history of Quebec. The course covers the development of political aspirations (e.g., the Quiet Revolution, the separatist movement); language and education in transition; changing family values; the status of women; problems of employment; and religion. Taught in French. *Prerequisite*: **FR 202** or consent. Alternate years. Offered in 1992-93.

Mešavage

FR 331 Introduction to French Literature [1 C.U.]: An introduction to the textual analysis of French literary works. Selections and complete works of poetry, essay, theater, and the novel will be analyzed structurally and contextually. The course may be oriented according to period or genre, and may be repeated for credit. Lectures and discussions will be conducted in French. *Prerequisite*: **FR 202** or consent.

Staff

FR 421 Topics in French Studies [1 C.U.]: An in-depth analysis of the major political, historical, intellectual, social, and economic events in French society. Topics on education, the family, employment, and the position of women in society are explored to determine those aspects which continue to shape and sustain French national identity. Taught in French. *Prerequisite*: one 300-level French course or consent. May be repeated for credit. Alternate years. Offered in 1993-94.

Staff

FR 422 Topics in Francophone Studies: Africa and the Caribbean [1 C.U.]: An in-depth analysis of the social, linguistic, religious, political, economic, and intellectual developments within a specific French-speaking country or area beyond Europe. Topics vary and may stress the development of political aspirations, the language, educational system, the changing social values, modified religious practices, or the economic structure of the country or area. Taught in French. *Prerequisite*: one 300-level French course or consent. This course may be repeated for credit. Alternate years. Offered in 1993-94.

Lima

FR 423 Topics in the Civilization of Quebec [1 C.U.]: An in-depth analysis of the social, linguistic, religious, political, economic and intellectual history of Quebec. Topics may include the historic development of political aspirations, linguistic evolution, Quebec and France, the changing role of the artist and intellectual in Quebecois history, the evolution of the educational system, changing social and religious values, or the economic structure of Quebec. Lectures and discussion in French. *Prerequisite*: A 300-level French course, or consent. This course may be repeated for credit. Alternate years.

Mesavage

FR 441 The French Novel [1 C.U.]: Development of the novel from the seventeenth century to the present. This course may include authors Mme de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. *Prerequisite*: one 300-level French course. Alternate years. Offered in 1993-94.

Staff

FR 451 French Poetry [1 C.U.]: Development of poetry from the Middle Ages to the present. The course includes authors such as La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarme, Apollinaire, Valery, Eluard, Char, and Prevert. *Prerequisite*: one 300-level French course. Alternate years. Offered in 1992-93.

Staff

FR 461 French Theater [1 C.U.]: Development of the theater from the Middle Ages to the present. The course includes authors such as Jodelle, Corneille, Racine, Moliere, Marivaux, Beaumarchais, Hugo, Musset, Claudel, Giraudoux, Anouilh, Sartre, Ionesco, Beckett, and Genet. *Prerequisite*: one 300-level French course. Alternate years. Offered in 1994-95.

Staff

FR 481 Seminar [1 C.U.]: A course with topics such as the history of ideas, non-fictional French prose, French Avant-Garde theater, French new novel, French short story, Quebecois literature, and Francophone literature from Africa and the Caribbean. *Prerequisite*: one 300-level French course or consent. May be repeated for credit. Alternate years. Offered in 1992-93.

Staff

German

GN 101 Elementary German I [1 C.U.]: An introduction to German for beginners or those with only one year of high school German. The course covers the basics of reading, writing, listening, and speaking in German. Laboratory work and computer drills supplement classroom instruction.

Staff

GN 102 Elementary German II [1 C.U.]: A continuation of *GN 101*. Further development of vocabulary and grammatical skills are emphasized. Laboratory work and computer drills supplement classroom instruction. *Prerequisite: GN 101* or no more than two years of high school German.

Staff

GN 201 Intermediate German I [1 C.U.]: A review of basic grammatical concepts along with increasing emphasis on vocabulary building and reading comprehension. Computer drills supplement classroom instruction. *Prerequisite: GN 102* or no more than three years of high school German.

Staff

GN 202 Intermediate German II [1 C.U.]: The second term of *GN 201*. This course encourages greater skills in writing and in reading comprehension as well as in group discussion. *Prerequisite: GN 201* or four years of high school German.

Staff

GN 311 Advanced Composition and Conversation [1 C.U.]: A course involving extensive practice in writing compositions and in conversing about a wide range of topics in German. The class stresses vocabulary building. Alternate years. Offered in 1993-94. *Prerequisite: GN 202* or equivalent.

Staff

GN 321 Germany Today: East Meets West [1 C.U.]: The course examines the state of German society in the twentieth century through a study of the political institutions, political parties, the educational system, the media, industry and trade unions, the role of women, youth, foreign workers, and the cultural scene. Taught in English. Alternate years. Offered in 1992-93.

Staff

GN 331 Survey of German Literature I [1 C.U.]: A survey of German literature of the eighteenth and nineteenth centuries. The course concentrates on the works of Lessing, Goethe, Schiller, Kleist, poets of the romantic period, Droste-Hulshoff, Heine, Busch, Fontane, and Hauptmann. Lectures and discussions are conducted in English. The works may be read in German or in English. Alternate years. Offered in 1992-93.

Staff

GN 332 Survey of German Literature II [1 C.U.]: A survey of German literature in the twentieth century. The course concentrates on the works of such writers as Mann, Kafka, Brecht, Bobrowski, Seghers, Eichinger, Hesse, Böll, and Dürrenmatt, as well as on significant cultural and literary developments of the time. Alternate years. Offered in 1992-93. *Prerequisite: GN 202* or consent.

Staff

GN 341 *There's No Place Like Home* [1 C.U.]: An examination of the German idea of "home" through the use of literary texts and film, contrasting home as a place of residence, a set of relationships, a "homeland" nation, and a region of birth. The course reviews images of home life in German folktales, and various authors' and film-makers' treatments of the issues surrounding this concept. Taught in English. Alternate years. Offered in 1993-94.

Staff

GN 391 *German Business and Media Language* [1 C.U.]: An investigation of German language used for newspapers, business correspondence, television, and radio. The course reviews a variety of German media and develops vocabulary used in commerce and trade. *Prerequisite*: GN 202 or equivalent. Alternate years. Offered in 1992-93.

Staff

GN 392 *German Cultural History* [1 C.U.] A survey of German cultural achievements from 800 A.D. to the present. Taught in German. Alternate years. Offered in 1993-94. *Prerequisite*: GN 202 or equivalent.

Staff

GN 481 *Seminar* [1 C.U.]: An advanced study of literary, cultural, historical and political or linguistic topics. May be repeated for credit. *Prerequisite*: one 300-level course or consent.

Staff

Italian

IT 101-102 *Elementary Italian* [1 C.U.]: An introduction to the Italian language stressing speaking, listening, reading, and writing. *IT 101* assumes no previous study of the language. *Prerequisite for IT 102*: *IT 101* or no more than two years of high school Italian. Alternate years. Offered in 1993-94.

Staff

IT 201 *Intermediate Italian* [1 C.U.]: An intermediate-level Italian language course which provides practice in conversation and a grammar review within the framework of the three basic skills: speaking, reading and writing. *Prerequisite*: *IT 102* or no more than three years of high school Italian. Offered when warranted by demands.

Staff

Portuguese

PT 101-102 *Elementary Brazilian Portuguese* [1 C.U.]: An introduction to Portuguese stressing development of speaking, listening, reading, and writing skills. Pronunciation, vocabulary, and syntax follow Brazilian rather than Lusitanian norms. *PT 101* assumes no previous study of the language. *Prerequisite for PT 102*: *PT 101* or no more than two years of high school Portuguese. Alternate years. Offered in 1992-93.

Kerr

Russian

RN 101 Elementary Russian [1 C.U.]: An introduction to the Russian language for beginners or those who have taken one year of high school Russian. The course covers the alphabet, pronunciation, basic vocabulary and grammar. Laboratory work supplements classroom drills and exercises.

Boguslawski

RN 102 Elementary Russian [1 C.U.]: A continuation of *RN 101*. The course further develops oral and written skills in Russian. More emphasis is on vocabulary building, grammar, idiomatic expressions, reading, and translating. Laboratory work supplements classroom drills and exercises. *Prerequisite*: *RN 101* or no more than two years of high school Russian.

Boguslawski

RN 201 Intermediate Russian [1 C.U.]: An intermediate level Russian language course. A review of the first year grammar and vocabulary is followed by the introduction of more advanced grammatical concepts. Emphasis is on developing fluency in reading and translating. The readings provide more cultural materials and acquaint students with Russia and the Soviet Union. *Prerequisite*: *RN 102* or no more than three years of high school Russian.

Boguslawski

RN 202 Intermediate Russian [1 C.U.]: The second term of *RN 201*. This course presents more intricate concepts of Russian grammar, stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. *Prerequisite*: *RN 201* or no more than four years of high school Russian.

Boguslawski

RN 221 Introduction to Russian Culture [1 C.U.]: A study of Russian culture from its Byzantine roots to the twentieth century. The course also studies Russia's place in world culture. Taught in English.

Boguslawski

RN 241 Survey of Russian Prose in Translation [1 C.U.]: A survey of Russian prose from the 1830s to the present. Students examine a selection of prose works by authors such as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Goncharov, Leskov, Chekhov, Bely, Bulgakov, Zamyatin, Pasternak, Solzhenitsyn, Nabokov, and Sokolov. Lectures provide the necessary historical, biographical, cultural, and literary background, while the class discussions concentrate on the writer's craft. May be repeated for credit. Taught in English.

Boguslawski

RN 391 Tutorial in Russian Language [1 C.U.]: An intensive study of Russian conversation, composition, grammar, and readings. Materials are chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

Boguslawski

RN 392 Tutorial in Russian Culture [1 C.U.]: An intensive study of Russian culture. Materials are chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

Boguslawski

RN 393 Tutorial in Russian Literature [1 C.U.]: An intensive study of Russian literature. Materials are chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

Boguslawski

Spanish

SH 101-102 Elementary Spanish [1 C.U.]: An introduction to the Spanish language stressing speaking, listening, reading, and writing. **SH 101** assumes no previous study of the language. *Prerequisite* for **SH 102**: **SH 101** or no more two years of high school Spanish.

Staff

SH 201 Intermediate Spanish Grammar [1 C.U.]: An intensive grammar review further developing speaking, listening, reading, and writing skills. *Prerequisite*: **SH 102** or no more than three years of high school Spanish.

Staff

SH 202 Intermediate Spanish Composition and Conversation [1 C.U.]: A course developing written and oral expression in Spanish through individual oral presentations, group discussion, and writing assignments. *Prerequisite*: **SH 201** or four years of high school Spanish.

Staff

SH 203 Readings in Spanish [1 C.U.]: A course developing reading skills in the Spanish language through exposure to a variety of writing styles. Students read selected short stories, one-act plays, poetry, essays, and articles. Emphasis is on developing reading and interpretive skills, improving comprehension, and increasing vocabulary. *Prerequisite*: **SH 201**.

Staff

SH 301 Advanced Spanish Grammar [1 C.U.]: An advanced study of Spanish grammar and vocabulary. The course includes functional application of this material through translations and written exercises. *Prerequisite*: **SH 202** or consent. Not open to native speakers.

Staff

SH 311 Advanced Spanish Composition and Conversation [1 C.U.]: A course emphasizing practice in oral and written expression, derived from selected readings. *Prerequisite*: **SH 202** or consent. Not open to native speakers.

López Laval

SH 321 Spanish Life and Society [1 C.U.]: A study of the historical, cultural, sociological, and political factors which influence Spanish society. Taught in Spanish. *Prerequisite*: SH 202 or consent. Alternate years. Offered in 1992-93.

Borsoi/López-Laval

SH 322 Latin American Life and Society [1 C.U.]: A study of the historical, cultural, sociological, and political factors which influence Latin American society. Taught in Spanish. *Prerequisite*: SH 202 or consent. Alternate years. Offered in 1993-94.

Kerr

SH 331-333 Survey of Spanish Literature [1 C.U. per course]: An introduction to the Spanish people through their literature. Selected readings in various genres of the major literary works of Spain. The first term covers the period from the earliest writings to the nineteenth century. The second term covers the period from the nineteenth century to the present. Each term can be taken independently of the other. *Prerequisite*: one 300-level Spanish course or native fluency. Alternate years. Offered in 1993-94.

Borsoi/López Laval

SH 332-334 Survey of Spanish American Literature [1 C.U.]: A survey of Spanish American literature from selected readings in all genres from the Age of Discovery to the present. Readings include chronicles of the conquerors and explorers, and major works from the Baroque, Neoclassic, Romantic, Modernist, and Contemporary periods. **SH 332** covers 1492 to 1888; **SH 334** covers 1888 to present. Either semester may be taken independently. *Prerequisite*: one 300-level Spanish course or native fluency in Spanish. Alternate years. Offered in 1992-93.

Kerr

SH 431 Spanish Literature [1 C.U.]: A study of master works of Spanish literature, focusing on particular genres, writers, or movements. Focus and scope may vary at the discretion of the instructor. *Prerequisite*: one Spanish or Latin American survey course, or native fluency. Alternate years. Offered in 1992-93.

López Laval

SH 432 Spanish American Literature [1 C.U.]: A study of master works of Spanish American literature with emphasis on the nineteenth and twentieth centuries. Focus and scope may vary at the discretion of the instructor. *Prerequisite*: one Spanish or Latin American course, or native fluency. Alternate years. Offered in 1993-94.

Kerr

SH 481 Seminar [1 C.U.]: An advanced study of literary, linguistic, or cultural topics of special interest. *Prerequisite*: one 300-level Spanish course. Alternate years. Offered in 1993-94.

Borsoi/Kerr/López Laval

Verano Español

The following course descriptions are for classes offered through the Verano Español program in Madrid, Spain.

M-SH 315 *Lengua en Acción*: An intensive conversation/composition course stressing the functional use of Spanish. Focus is on Castilian vocabulary and expression reflecting current cultural themes.

Staff

M-SH 325 *La Actualidad Española*: A survey of the major political, economic, and social concerns of modern Spain. Course content may vary at the discretion of the instructor.

Staff

M-SH 335 *La Literatura Española Contemporánea*: A survey of the major works of Spanish Literature of the twentieth century. An examination of those authors and literary movements that have shaped the perception of Spanish thought, concerns, and identity. Course content may vary at the discretion of the instructor.

Staff

M-SH 375 *España en Su Arte*: A survey of Spain's history and culture as manifested in its art. The course includes on-site study at the Prado Museum and other suitable locations. Appropriate for credit in Spanish or Art.

Staff

Health Sciences Advising Program

Coordinator: Stephen Klemann

Professional schools seek students who have demonstrated a capacity to handle the rigors of basic science courses and are broadly and liberally educated. The Health Sciences Program at Rollins College promotes these goals by offering an interdisciplinary approach to the preparation of students planning to enter a health professional school. The program is based on the inclusion of preprofessional courses (science, mathematics, and English courses) in the context of a liberal arts education. Our program encourages its students to major in liberal arts disciplines consistent with their interests and talents, disciplines consistent with their interests and talents, disciplines in which they will thrive and cultivate their skills. Students should not feel confined to "traditional" health-related disciplines (biology, chemistry . .) and are encouraged to consider "non-traditional" health-related disciplines (history, philosophy . .) in pursuing their goals.

The Health Sciences Program is coordinated by the Health Sciences Advisory Committee (HSAC) which is composed of faculty from the natural sciences, humanities, and social sciences. The Committee provides guidance to students considering careers in dentistry, medicine, optometry, podiatry, veterinary science, and the various allied health professions by providing the following services. The Health Sciences Advisory Committee:

1. Generates and disseminates data about health careers.
2. Maintains communications with regional health professional schools.
3. Promotes a forum for student interaction with community professionals and health organizations.
4. Provides a forum for open discussion of the problems, concerns, and stresses associated with the preparation for professional school.
5. Advises students on course selection and the value of extra curricular and experiential activities.
6. Sophomore Review—conducts a formal review of each student's progress toward health careers, assigns health science advisers.
7. Junior Review—conducts and evaluates a formal interview with each preprofessional junior.
8. Writes a Committee evaluation for each student requesting one.

The Curriculum

Health professional schools specify a fairly uniform set of entrance requirements. Although some schools require or recommend additional courses, a student interested in a career in the health sciences should complete the following courses in the context of their major.

Subject	Suggested Courses
Biology	<i>General Biology I, II (B 120, 121)</i> and 2 Additional Biology Courses are recommended from the following: <i>Developmental Biology (B 260)</i> <i>Animal Physiology (B 312)</i> <i>Microbiology (B 229)</i> <i>Cellular Biology (B 360)</i>
Chemistry	<i>General Chemistry I, II (C 120, 121)</i> and <i>Organic Chemistry I, II (C 220, 221)</i>
Physics	<i>General Physics I, II (P 120, 121)</i> and <i>Principles of Physics I, II (P 201, 202)</i>
Mathematics	<i>Calculus I, II (M 111, 112, or M 113, 114)</i> or <i>Precalculus (M 109)</i> and <i>Applied Calculus (M 110)</i>
English	<i>Freshman Rhetoric and Composition (E 101)</i> and <i>Introduction to Literature (E 150)</i> or <i>Expository Writing (E 390)</i>

It is expected that students serious about careers in health professions obtain practical experience in those fields through summer work or volunteer activities. Opportunities also exist for academic internships:

HS 397: Health Science Internships. With HSAC support, juniors may plan Winter term internships with health professional to better assess their career interests.

Since the application process for the health professional schools begins during the spring of the junior year, the course work outlined above should be completed by the end of the junior year.

Students interested in the allied health professions should note that Rollins' Health Sciences Advisory Committee is anxious to assist such students and has established cooperative agreements with two such programs:

1. The Medical Technology Program—The Duke University Medical Center: Graduates from Rollins with majors in biology or chemistry will receive priority consideration for admission to Duke's 14-month program in medical technology. Students successfully completing the program are eligible for national certification as a medical technologist.
2. The Nursing Program—The Woodruff School of Nursing, Emory University: Students satisfying Rollins' general education requirements and Emory's prerequisites for admission to their nursing program, will be given priority consideration for admission to Emory's School of Nursing after three years at Rollins. Two years in residence at Emory to complete the clinical training necessary for nursing will lead to a B.A. from Rollins and a B.S.N. from Emory.

Students with an interest in preparing themselves for a health-related career should contact the coordinator of the program as early as possible in the freshman year. Faculty members of the Health Sciences Advisory Committee will then work with the students and their academic advisers to design a curriculum suited to their needs and interests. As a guide for the student, the

Health Sciences Advisory Committee publishes a handbook entitled: "*A Guide for the Undergraduate: Preparation for the Study of the Health Sciences.*" This handbook can be obtained from the coordinator of the Health Sciences Program or through the Admissions Office of the College.

History

Levis (Chair)
Edmondson
Harrell

Higgs
Lane
Williams

The discipline of History is dedicated to the understanding and imaginative reconstruction of past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. A knowledge of history is desirable for both its intrinsic worth and its illumination of the present problems and future prospects of particular societies and humankind in general. By its methodology and values, History belongs to both the Humanities and the Social Sciences.

With Benjamin Franklin, the history faculty believe that the study of history is central to acquiring a liberal education. First, it provides an introduction to all other liberal arts subjects. "If History be made a constant part of [a student's] reading," wrote Franklin, "may not almost all kinds of useful knowledge be that way introduced to advantage and with pleasure to the student?" Second, by illuminating our past, the study of history provides us with a sense of continuity and moral purpose. When we come to understand that those of the past have prepared the way for our present, we begin to appreciate the responsibility we have for those generations that come after.

Requirements for the Major in History

Every History major must complete 12 courses, of which at least 6 must be on the 300-400 level. A major must also complete *H 113, 114, 242, and 243* or demonstrate a sufficiently strong grasp of modern European and American History to warrant the waiver of these requirements.

Requirements for the Minor in History

Students who wish to develop a History minor must complete 8 courses, of which at least 4 must be at the 300-400 level. Students following a major or minor in history are expected to plan the sequence of courses in consultation with their academic advisers.

Course of Study

H 101-102 The Essentials of World Civilization [1 C.U.]: An introduction to the dominant traits, achievements, and dilemmas of great civilizations from the Ancient Far East, Africa and Europe, ***H 101*** covers prehistory to 1600; ***H 102*** extends from 1600 to the present. Suitable for non-majors.

Edmondson

H 113-114 History of Modern Europe [1 C.U.]: An introduction to the political, intellectual, social, economic, and religious history of Europe from the Renaissance to the present. ***H 113*** covers 1500-1815; ***H 114***, 1815-present. Suitable for non-majors.

Edmondson/Levis

H 200 The American Experience: A Cultural History [1 C.U.]: An introduction to American culture through an examination of the ways in which American values and attitudes helped shape behavior and institutions. Representative topics include: historical development of the concepts of community, public virtue, democracy, equality, individualism, self-help, social welfare, and patriotism.

Lane

H 208 Ancient History [1 C.U.]: A survey of the ancient world from prehistoric times through the middle of the fifth century with emphasis on Greece and Rome. Suitable for non-majors. Alternate years. Offered in 1993-94.

Levis

H 209 Medieval History [1 C.U.]: An introduction to medieval Europe from the fifth to the fifteenth century with special emphasis on social, political, and religious developments. Suitable for non-majors. Alternate years. Offered in 1993-94.

Levis

H 242-243 History of the United States [1 C.U.]: A survey of the major political, social, and economic themes from the era of the American Revolution to the present. ***H 242*** covers 1763-1877; ***H 243*** covers 1877-present. Required readings include a textbook, secondary source essays, primary source documents and perhaps a topical book. Suitable for non-majors.

Lane/Williams

H 247 Race in American History [1 C.U.]: A study of the doctrines, attitudes, and practices of white racial supremacy in American history. The course traces the development of what one historian has called "the black image in the white mind." This course examines, among other topics, the origins of racial images in the colonial era, the relationship between race and slavery from the seventeenth to the nineteenth century, "scientific" theories about racial characteristics, the liberal response to racism, and contemporary racial attitudes. Alternate years. Offered in 1993-94.

Williams

H 260 History of Imperial China [1 C.U.]: An examination of the major political, intellectual, social, and economic themes of Chinese history, from the Chou Dynasty to the fall of the Ch'ing Dynasty. Suitable for non-majors.

Edmondson

H 261 History of China Since 1911 [1 C.U.]: A study of the development of China from the early Republican period to the aftermath of the Cultural Revolution, with emphasis upon nationalism, Marxism, revolutionary tactics, and Chinese relations with the USSR and the United States. Suitable for non-majors.

Edmondson

H 270 History of Africa to 1880 [1 C.U.]: A survey of the major political, social, economic and religious themes of Subsaharan African history before the period of outright European conquest. Suitable for non-majors. A first or second-year course. Alternate years. Offered in 1993-94.

Higgs

H 271 History of Africa Since 1880 [1 C.U.]: A study of Subsaharan Africa during the colonial and post-colonial periods. Topics will include the impact of the European conquest on African societies, African resistance to colonialism, African nationalism, and the post-independence period. Suitable for non-majors. Alternate years. Offered in 1993-94.

Higgs

ED-H 305 History of American Education [1 C.U.]: An interpretive survey of the role education has played in American society. This course emphasizes the development of American education in the context of the nation's social and intellectual history.

Lane

H 306 Liberal Education in Western Culture [1 C.U.]: An exploration of the historical basis of the kind of education called "liberal." Through the use of historical models, examples, and a variety of interdisciplinary literature, the course examines what past cultures (starting with the Greeks and ending with modern Americans) meant by the idea of liberal education.

Lane

H 310 History of American Civilization [1 C.U.]: An overview of United States culture, past and present. This course takes an interdisciplinary approach to topics including the qualities of American character at different historical moments; the values and world views of Americans; and the beliefs and circumstances that helped generate them; and the ways in which literary and material artifacts may be read as clues to American culture.

Lane

H 325 Tudor-Stuart England, 1485-1714 [1 C.U.]: A study of the political, constitutional, religious, and social development in England from 1485 to 1714. Suitable for non-majors. Alternate years. Offered in 1992-93.

Levis

H 326 Hanoverian England, 1714-1918 [1 C.U.]: A continuation of *H 325*, focusing on the period from the Hanoverian succession to the end of World War I. Suitable for non-majors. Alternate years. Offered in 1992-93.

Levis

H 328 European Diplomacy, 1848 to World War II [1 C.U.]: The concepts, techniques, forces, and personalities which dominated European diplomacy in the era of Europe's greatest power and which formed the prelude to contemporary diplomacy. Alternate years. Offered in 1993-94.

Staff

H 330 America Between the Two World Wars [1 C.U.]: A study of the 1920s and 1930s, focusing on the culture of the twenties, the economic crisis and the subsequent New Deal reform movement. Emphasis is given to the rise of consumer culture and its effect on the Depression generation. Alternate years. Offered in 1992-93.

Lane

H 333 The Early Republic [1 C.U.]: A study of the major themes of the period from the 1780s to the 1840s. Attention is given to the memory of the American Revolution, the impact of the French Revolution, the origin and development of political parties, ethnocultural politics, and economic expansion and the attendant social ferment. Subsuming all these topics is an examination of attempts by the post-Revolutionary generations to define and perpetuate a way of life called "republican." *Prerequisite: H 242* or consent. Alternate years. Offered in 1992-93.

Williams

H 334 Civil War and Reconstruction [1 C.U.]: An in-depth examination of the period 1846-1877: the slavery-extension controversy, changes in the second-party system, the crisis of 1857-61, Lincoln as emancipationist-racist, federalism and the problem of restoring the Union, constitutional protection of freedmen's rights, and the "tragedy" of Reconstruction. *Prerequisite: H 242* or consent. Alternate years. Offered in 1993-94.

Williams

H 335 History of the South [1 C.U.]: An examination of the defining characteristics of the Old South, and their present relevance. Some topics include: the Old South mystique, the master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, a sense of grievance against "outside agitators," preoccupation with race, the cult of the Lost Cause, recurrent ideas about a New South, and the burden of the past on the present. *Prerequisite: H 242* or *243* or consent. Alternate years. Offered in 1993-94.

Williams

H 341 Era of the American Revolution [1 C.U.]: An examination of the major social, political, and economic developments in the colonial revolutionary periods. The nature of colonial society, the place of the colonies in the British mercantile system, and the origins of American political culture are analyzed, followed by a study of the causes and consequences of the Revolution. The U.S. Constitution is examined as the culmination of the Revolutionary era. *Prerequisite: H 242* or consent. Alternate years. Offered in 1992-93.

Levis/Williams

H 344-345 American Constitutional History [1 C.U.]: A survey of the major themes in American constitutional history from the colonial period to the present, emphasizing the influence of historical movements (i.e., Jacksonianism, Progressivism) and historical

developments (i.e. industrialism, war) on the Constitution. Discussions center on major Supreme Court decisions. *H 344* covers the colonial period to 1877; *H 345* covers 1877 to present.

Lane

H 346 America Since 1945 [1 C.U.]: A thematic approach to post-World War II years with special attention to social and cultural trends. *Prerequisite: H 243* or consent. Alternate years. Offered in 1993-94.

Williams

H 354 History of Imperial Russia [1 C.U.]: A survey of the political, social, economic, and intellectual forces which shaped the development of Russia to the outbreak of World War I. Suitable for non-majors.

Edmondson

H 355 History of the Soviet Union [1 C.U.]: A study of the Soviet Union emphasizing the Revolutions of 1917; the stabilization of the Soviet regime and the rise of Stalinism; industrial modernization and its impact; and the expansion of Soviet power. Suitable for non-majors.

Edmondson

H 357 History of South Africa [1 C.U.]: An examination of the economic, social, and political history of South Africa from the seventeenth century to the present. Topics include: pre-industrial African societies, slavery and emancipation, the discovery of diamonds and gold, clashes over land, segregation, and apartheid. Suitable for non-majors. Offered in 1992-93.

Higgs

H 359 Black Politics in South Africa, 1880-1990 [1 C.U.]: A study of the evolution of black political and protest movements in opposition to white rule in South Africa. *Prerequisite: H 357* or consent. Offered in 1992-93.

Higgs

H 362 History of American Foreign Policy [1 C.U.]: An exploration and analysis of the patterns and themes in the development of American foreign policy from the early period to the present, with emphasis on twentieth century American foreign policy.

Lane

H 365 Topics in History [1 C.U.]: Selected studies in American and Modern European history. Topics are generally narrow in scope, allowing students to investigate a particular problem in some depth. May be repeated for credit.

Staff

H 368 Anatomy of Revolution [1 C.U.]: A comparative study of revolutionary activity in England during the seventeenth century and America and France in the eighteenth century. The impact of intellectual, social, and political forces in each instance are analyzed and contrasted with the other revolutionary movements. Suitable for non-majors. Alternate years. Offered in 1993-94.

Levis

H 372 The Reformation [1 C.U.]: An analysis of the causes and consequences of the Protestant Reformation in the sixteenth and early seventeenth century. This course examines: the main religious, political, and social causes of the Reformation in Germany, Switzerland, and England; the reaction of the Roman Catholic Church to the Protestant challenge; and the social, political, and intellectual consequences of the movement. Suitable for non-majors. Alternate years. Offered in 1993-94.

Levis

H 373 The Economic Transformation of America, 1870-1914 [1 C.U.]: An examination of the social, cultural, political, and intellectual impact of the economic changes in the United States between the Civil War and World War I. The extent to which traditional values and institutions were affected by such things as technology and bureaucratic organization are analyzed. Particular attention may be given to cultural and political movements that seem to have been responses to modernization. *Prerequisite: H 243* or consent. Alternate years. Offered in 1992-93.

Williams

H 381 The Age of Nationalism [1 C.U.]: A topical survey of Europe from the French Revolution to the first World War. Primary emphasis will be upon the development of nationalism and its relationship to liberalism, romanticism, industrialism, and imperialism. Alternate years. Offered in 1992-93.

Levis

H 383 The Decline of Europe [1 C.U.]: An analysis of Europe's loss of equilibrium and hegemony after 1914 and the cultural and intellectual impact of that decline. Topics emphasized include: the impact of World War I, the rise of totalitarianism and its historical meaning, the sensation of anomie, the disintegration of the colonial empires, World War II, and the Holocaust. Suitable for non-majors. Alternate years.

Edmondson

H-PO 392 Development of American Political Culture: See description listed under POLITICS.

Greyson/Williams

H 480 Selected Studies in History [1 C.U.]: Advanced studies in history to be determined in consultation with the instructor. *Prerequisite:* History majors; junior, senior status; a 3.33 cumulative average or better; and consent of the instructor and department head. May be repeated for credit.

International Relations

Coordinator: Thomas Lairson

The International Relations Area Studies Major is designed to develop an appreciation for the multi-disciplinary aspects of international life. Courses expose students to political questions about security, diplomacy and power relations among nations, the nature of political life in other societies, the development of economic relationships within and between nations, the historical origins of European, Asian, and African nations, and require mastery of a foreign language. While not directly vocational in nature, the International Relations major prepares students for graduate work and for careers in international business and the foreign service.

Requirements for the Major in International Relations

Majors in International Relations must complete 16 courses from 4 academic departments: Politics, History, Economics, and Foreign Languages. At least half of these courses must be taken at the 300-400 level, and at least 2 of these upper level courses must be in the same department, excluding independent study and the required two-term senior project or seminar.

There are no core courses required, rather, students choose courses from the following lists tailored to fit individual interests and needs. Once the courses are selected, the student and adviser sign a contract specifying the courses that count toward the major. Descriptions for the courses listed below can be found in the individual departmental sections of this catalogue.

The senior project involves a two-term independent study directed by a Rollins faculty member. The topic should be broadly relevant to international relations and is developed in consultation with the faculty sponsor. Students are encouraged to design a project that bridges two or more of the disciplines that make up international relations. The independent study courses should normally be taken in the Fall and Spring Terms of the senior year.

Students are strongly encouraged to participate in one of the study-abroad programs and/or in the international semesters at American University in Washington, D.C. We try to facilitate these activities by counting courses from these programs toward the major at Rollins.

Politics

Five courses required:

- PO 130 Introduction to International Politics*
- PO 301 Revolution in the Modern World*

Courses of Instruction

PO 302 Politics in the Third World

PO 311 Authoritarianism: Right and Left

PO 312 Problems of Latin America

PO 321 Politics of Latin America

PO 331 International Political Economy

PO 334 Political Economy of Modern Japan

PO 336 Soviet Political Experience

PO 340 Soviet Foreign Policy

PO 351 National Security Policy

PO 352 International Law

PO 355 Transnational Corporations

PO 358 West European Government & Politics

PO 370 Comparative Modern Ideologies

PO 378 Politics of China

PO 384 East Asian Politics

PO 393 Vietnam War

PO 422 Seminar in Comparative Politics

PO 453 Seminar in International Politics

History

Three courses required

H 114 History of Modern Europe

H 260 History of Imperial China

H 261 History of China Since 1911

H 328 European Diplomacy, 1848 to World War II

H 354 History of Imperial Russia

H 355 History of the Soviet Union

H 362 History of American Foreign Policy

H 383 The Decline of Europe

Economics

Three courses required

EC 212 Principles of Economics I

EC 213 Principles of Economics II

EC 304 Intermediate Macro-Economic Theory

EC 307 International Economics

EC 327 Comparative Economic Systems

EC 346 Economic History of Europe

EC 351 Economic Development

EC 407 International Finance

Foreign Languages

Three courses required:

102, 201, 202 in one language required

if 102 is waived, an appropriate 300-level course will be required

Irish Studies (minor only)

Coordinator: Maurice O'Sullivan

To complete the Irish Studies minor, a student must complete 6 or more approved courses in Irish Studies, one of which must be in either History or Social Science, and the other in either Literature or the Arts. Normally, students enroll in the Rollins Fall Term in Ireland. At present the following courses are offered:

Course of Study

I-E 387 Anglo-Irish Literature in the 20th Century [1.25 C.U.]: A study of the most important works and movements of modern Irish literature through reading poetry, novels, and shorter prose works written in English by Irish authors of the past ninety years. The class includes walking tours of Dublin's literary localities.

E. Cody

I-E 389 The Media and Irish Culture [1.25 C.U.]: An introduction to the history and aesthetics of photo-journalism, cinema, and television. Particular attention is paid to cinematic images of Ireland and to dominant themes in Irish films and television drama. Some films included are: *Citizen Kane*, *The Searchers*, *Man of Aran*, and *The Informer*.

Gibbons

I-EC 287 The Structure and Development of the Modern Irish Economy [1.25 C.U.]: A study of the similarities and differences in the development of the economics of Ireland and Western Europe over the last 150 years. The main features of the Irish economy today, including its relationship with the European Economic Community are covered. The course includes a number of visits to companies and government agencies.

Jacobson

I-H 387 Perspectives on the Problem of North Ireland [1.25 C.U.]: An examination of the historical background of the present social, political, and economic situation in Northern Ireland. Among the major topics analyzed are: the roles of religious and economic interests in the "troubles," relationships with Britain and the Republic of Ireland, and the views of the situation expressed in the media. Extensive use is made of television and film material, and there is a field trip to Derry and Belfast in Northern Ireland.

Horgan

I-M 211/212 Calculus 3 and Ordinary Differential Equations
I-M 311/312 Advanced Multivariable Calculus 1 and 2

I-M 321 Linear Algebra

I-M 340 Numerical Analysis

[1.25 C.U.]

I-OC 287/387 International Marketing [1.25 C.U.]: An introduction to international marketing covering such topics as: public policy, regional marketing, the environment of multinational marketing, and international market entry strategy.

Gannon

I-PO 387 Modern Irish Politics and History [1.25 C.U.]: A study of Irish politics from the 1937 Constitution to the present. The course describes the political parties and the electoral system in Ireland. Students also observe first-hand Irish politicians at work and spend some time with the Irish Members of Parliament.

Cullen/O'Halpin

I-R 287 Liberation Theology [1.25 C.U.]: The study of the Christian responsibility for a just society which has emerged as a dominant theological concern in liberation theologies. Latin American, feminist, South African black, and North American black theologies focus on promoting social justice. This course looks at the biblical, theological, and political roots of this concern and the ways it has revised traditional theological themes. In addition, students research various Irish organizations that have the justice concern at the center of their activities.

Zappone

I-SO 387 The Social Structure of Modern Ireland [1.25 C.U.]: A study of Ireland's unique society. This course surveys the changing patterns of family, kinship, and community leading into the study of demographic transformations which have occurred in Ireland since the famine. The last part of the course deals with economic, cultural, political, and religious changes and their impact on today's Irish society.

Slater

I-TA 387 The Abbey Theatre: A History of Irish Drama [1.25]: A survey of Irish drama as illustrated by the development of Dublin's Abbey Theatre. Modern plays and productions are considered, and visits to the Abbey are an integral part of the course. Mr. MacAnna, one of the Abbey's artistic directors, conducts workshops at the theater in conjunction with course lectures.

MacAnna

For further information:

Director of International and Off-Campus
Programs
ROLLINS COLLEGE-2759
Winter Park, Florida 32789
407/646-2466

Maurice O'Sullivan

Coordinator
Irish Studies Program

Latin American and Caribbean Affairs

Pequeno (Coordinator)
Fernandez
Gallo

Gil
Valdes

The Latin American and Caribbean Affairs area major is interdisciplinary and offers a better understanding of the peoples, cultures, and resources of Latin America and the Caribbean.

The Latin American and Caribbean Affairs major committee strongly encourages majors to participate in the present overseas programs to Latin America and the Caribbean because these courses are indispensable for students contemplating a career in business, government, library research, or the professions that require a competency in the area study of Latin America and the Caribbean. To complement the major, a study program has been established in affiliation with the University of Yucatan in Merida, Mexico. This program is detailed further below. The major is also preparatory for students planning graduate work in Latin American Studies.

Students who plan to major in Latin American and Caribbean Affairs are required to take courses in the 4 areas listed as core: Foreign Languages (primarily from Spanish, French, and Portuguese), Anthropology, History (of Latin America and/or the Caribbean), and Politics. Of these areas and/or disciplines, mastery of a foreign language (either Spanish or Portuguese for Latin America, or French for those students who plan to specialize in the French-speaking Caribbean) is essential.

The area major in Latin American and Caribbean Affairs involves at least 4 academic departments and includes a minimum of 16 approved courses in the area. At least half of these courses must be at the upper-division level (courses numbered 300 or above). At least 2 of these upper-division courses must be in one department. The faculty committee in Latin American and Caribbean Affairs will consider, on an individual basis, the substitution of courses taken abroad for required courses in this major at Rollins College.

Spring Term in Merida

The Spring Term in Merida, established in affiliation with the University of Yucatan in Merida, Mexico, complements the Latin American and Caribbean Affairs area major. The program is designed especially for second-semester sophomores regardless of major or intended major, however all students may participate.

In order to be eligible, participants will have completed one term of college with a minimum G.P.A. of 2.5. No prior study of Spanish is required since courses are taught in English.

Rollins students may choose to begin the Merida program in January by participating in the off-campus Winter term program in Yucatan that is usually offered by the Anthropology Department. Those who choose not to participate in the January term program begin the program in February.

During the first part of February, students take a language placement examination and begin taking *SH 101*, *SH 102*, or an intermediate-level Spanish conversation course [*SH 200*]. Instruction is by faculty from the University's Center for Spanish as a Second Language. Students enrolled in Spanish earn one course unit in Spanish for the term. Students already fluent in Spanish are not required to take a language course and can enroll in an additional elective course from those offered in the term. During the term students will also take an introductory course, *Culture and Peoples of Mexico* [1 C.U.] in addition to taking two or more courses [1 C.U. each] offered by faculty from the University of Yucatan, or any other course offered by the resident director from Rollins. Topics include History, Anthropology, Education, Environmental Studies, and Art and Architecture.

Students are housed in double rooms in a hotel which provides three meals per day. Rollins students also have access to the library facilities at the University of Yucatan.

Area Major Requirement

The area major consists of 16 courses. Ten core courses are required.

BASIC LATIN AMERICAN COURSES

LACA 200 Foundations of Latin American Culture and Society

LACA 201 Foundations of Caribbean Culture and Society

LACA 400 Seminar in Latin American and Caribbean Affairs (with selected topics)

HISTORY COURSES

LC-H 205 History of Latin America

LACA 206 History of the Caribbean

POLITICAL SCIENCE/INTERNATIONAL RELATIONS COURSES

LC-PO 217/317 Latin America and The United States in World Politics

LC-PO 321 The Politics of Latin America

FOREIGN LANGUAGE

Students will choose either Spanish, Portuguese, or French as their core language requirement. Courses must be taught in language chosen.

Students may take up to four more courses beyond the courses they have already taken as part of their core in the foreign language; or students may choose to take courses in another language which is also a component of their programs. The coordinator of the program must give prior approval.

Spanish:

A member of the Foreign Language Department (Spanish) will determine on an individual basis the track majors must follow.

For the native speaker:

2 upper-division courses in Spanish American Literature or Latin American civilization; and 1 course in Spanish Literature

For the non-native speaker:

SH 202 Intermediate Spanish

SH 311 Advanced Composition and Conversation

Plus 1 more upper-division course in Spanish American subjects:

Either:

1 course in Spanish American Literature, OR

1 course in Latin American culture and civilization

French:

A member of the Foreign Language Department (French) will determine on an individual basis the track majors must follow.

For the native speaker:

FR 301 Advanced French

FR 322 Introduction to Francophone Civilization: Africa and the Caribbean

One literature course at the 300 or 400 level

For the non-native speaker:

FR 202 Intermediate French

FR 311 Composition and Conversation

Either:

FR 322 Introduction to Francophone Civilization: Africa and the Caribbean

OR

An upper-division course in French literature

Portuguese:

A member of the Foreign Language Department will determine on an individual basis, the track majors must follow.

ELECTIVES: SIX REQUIRED

Part A: Any four courses from part "A" (courses with more concentration in Latin America or the Caribbean)

LACA 207 History of Florida

LC-AN 305 Sex and Gender in Latin America and the Caribbean

LC-PO 312 Problems of Latin America (topic course)

LACA Any winter term course approved by the coordinator, including courses abroad to Latin America or the Caribbean.

LACA Any other Hanna Chair course

LACA Courses from the off-campus school in Mexico (up to 4) approved by the coordinator (see Spring Term in Merida).

LC-AN 253 The Florida Native American and Neighbors

LC-AN 350 Dynamics of Social Cultural Change

EC 357 Trade Relations between the U.S. and Latin America

LC-MU 110 Music of the World's Peoples (when taught with a Latin American or Caribbean emphasis)

AN 257 Africans in the New World

AN 259 Peoples and Cultures of the Caribbean

AN 260 Peoples and Cultures of Latin America

LACA 499 Senior Independent Project (to be approved by a coordinator), and

Any other electives to be approved by the coordinator of the program.

Part "B": Any two courses from part "B" (courses with less concentration in Latin America or the Caribbean)

AN 201 Cultural Anthropology

PO 100 Introduction to Politics: Comparative

PO 130 Introduction to Politics: International Relations

PO 311 Authoritarianism: Right and Left

EC 212 Principles of Economics: Macroeconomics

EC 213 Principles of Economics: Microeconomics

And any other electives in the area of International Business and International Economics

Course of Study

LACA 200 Foundations of Latin American Culture and Society [1.25 C.U.]: A survey of the foundations of Latin American life and culture from the Spanish discovery of the Americas to the present. Topics include: the Indian background of Latin American culture; the colonial Hispanic foundations; the social and cultural history of the colonial period; the search for a Latin American identity; issues of economic dependency and development; Latin American governments and their socio-political contexts; U.S.-Latin American diplomatic and international relations; and the future of Latin America. Taught in English

Pequeno

LACA 201 Foundations of Caribbean Culture and Society [1.25 C.U.]: A survey of the foundations of Caribbean life and culture, from the "discovery" of the Americas in 1492, to the present. Topics include: Africa in the New World; history and the colonial heritage; slavery and its impact; the ideological and socio-political background of Caribbean society; the plantation system; the social structure of contemporary Caribbean societies; ethnicity and ethnic group relations; the major themes of English, Spanish, and French Caribbean literature; folklore and religion; United States-Caribbean international relations; and the future of the Caribbean. Taught in English.

Pequeno

LC-H 205 History of Latin America [1 C.U.]: An introduction to the history of Latin America from Columbus' "discovery" of the Americas in 1492 to the present. Emphasis is on the history of Mexico, Colombia, Peru, Chile, Argentina, and Venezuela. Taught in English.

Fernandez

LACA 206 History of the Caribbean [1 C.U.]: An introduction to the Caribbean from the time of the European discovery of the region to the present. Emphasis is on the history of the Greater Antilles (Cuba, Haiti, Dominican Republic, Puerto Rico, and Jamaica), and the Lesser Antilles. Taught in English.

Fernandez

LACA 207 History of Florida [1 C.U.]: A survey of the history of Florida from pre-Columbian times to the present. Attention is given to the Spanish-Colonial period, territorial days, statehood, civil war, and reconstruction, as well as Florida's social, economic, and political development in the twentieth century. Taught in English.

Fernandez

LC-PO 217/317 Latin America and the United States in World Politics [1 C.U.]: A survey of the events, institutions, and issues that have dominated the relations of the United States with Latin America. The course covers: the process through which a special relationship developed, the historical events affecting this process, and the possibilities for its future course. Emphasis is given to contemporary issues and problems in the Caribbean and Central America.

Gil

LC-AN 253 The Florida Native American and Neighbors [1 C.U.]: An introduction to the archaeology and sociocultural history of the American Indian in Florida, the Caribbean, and the American Southeast. Emphasis is on the following American Indian cultures: Miccosukee, Seminole, Cherokee, Choctaw, Chickasaw, Arawaks, and Caribs.

Stewart

LC-AN 305 Sex and Gender in Latin America and the Caribbean [1 C.U.]: An introduction to issues of sex and gender in Latin America and the Caribbean. The course emphasizes the cultural diversity of women and their struggles in contemporary Latin American and Caribbean societies. Through different case studies, students will learn about the history, roles, and contributions of women in the Latin American and Caribbean societies.

Staff

Courses of Instruction

LC-PO 312 Problems in Latin America [1 C.U.]: A comparative analysis of the basic problems in the contemporary politics of selected Latin American nations. The course is taught with different regions/or nations of Latin America every time it is offered.

Valdes

LC-PO 321 The Politics of Latin America [1 C.U.]: A study of Latin American politics, the problems of underdevelopment, and the cultural traditions and socioeconomic conditions of the region. The course emphasizes the problem of winning and maintaining political power and bringing about change in Latin American political systems.

Valdes

LC-AN 400 Seminar in Latin American and Caribbean Affairs [1 C.U.]: A research seminar on the contemporary problems of the political economy in Latin America, and/or the Caribbean. Issues vary and may include: the failure/success of institutions in light of the region's economic development (and under-development); the radicalization of the masses; problems created by overpopulation, land scarcity, and hunger; the issue of human rights; the role elites play in social and political life; the social activism of the Catholic Church; and the nature of today's revolutions. Taught in English. May be repeated for credit with consent.

Pequeno

LACA 499 Senior Independent Project [1 C.U.]: An intensive independent project. The senior independent project course can be repeated in the event that the individual student is writing a project for Honors in the Major Field, but approval from the coordinator of the program is a must.

Staff

Mathematical Sciences

Kurtz (Chair)
Anderson
Armour
Bowers
Carrington

G. Child
J. D. Child
Miyashita
Vitray
Wahab

The Mathematical Sciences program is designed to offer a broad foundation in theoretical and applied mathematics. This program involves the interplay of realistic situations, mathematical formulation and problem-solving, and theoretical development. The program provides the necessary preparation for graduate studies in mathematics and related applied fields.

The student majoring in Mathematical Sciences obtains an introduction to three main areas of mathematics: analysis, algebra, and probability and statistics. Courses are offered which explore traditional applications to the physical sciences and recent applications to the social sciences—operations research, linear programming, and optimization.

Typically a freshman planning to major in Mathematical Sciences will take *Computer Science 167*, *Mathematics 111-112* (or *M 113-114*), and distribution courses as required. Well-qualified entering students should take the Advanced Placement Examination in calculus for college credit and exemption from one or more terms of calculus.

Requirements for the Major in Mathematical Sciences

Majoring in Mathematical Sciences requires the completion of 13 courses. *Physics 201* is strongly recommended, as much of mathematics has its origins in the physical sciences.

The core of 9 required courses in the following:

M 111 Calculus I or *M 113 Honors Calculus I*
M 112 Calculus II or *M 114 Honors Calculus II*
CS 167 Introduction to Computing
M 205 Discrete Mathematics
M 211 Calculus III
M 212 Ordinary Differential Equations
M 219 Probability and Statistics
M 311 Multivariable Calculus

M 321 Linear Algebra

In consultation with the adviser, the student will select 4 additional courses in Mathematical Sciences at or above the 300-level including at least 2 at the 400-level.

Requirements for the Minor in Mathematical Sciences

The student who minors in Mathematical Sciences must complete 8 courses.

The core of 7 required courses is the following:

M 111 Calculus I or ***M 113 Honors Calculus I***

M 112 Calculus II or ***M 114 Honors Calculus II***

M 205 Discrete Mathematics

M 211 Calculus III

M 212 Ordinary Differential Equations

M 219 Probability and Statistics

M 321 Linear Algebra

In consultation with an adviser from the Department, the student will elect 1 additional course in Mathematical Sciences at or above the 300 level.

Course of Study

M 105 Finite Mathematics [1 C.U.]: An investigation of some applications of mathematical thought in modern society. Topics are selected from: sets, probability, statistics, management science, social choice, and computer programming. Suitable for non-majors.

Staff

M 109 Precalculus Mathematics [1.25 C.U.]: A study of the concept of function, including: the behavior and properties of elementary functions, i.e., polynomial, rational, and exponential, and logarithmic functions. This course emphasizes the understanding of graphs through the use of a graphing calculator. The course requires some review of algebra, but no use of calculus. Designed to prepare students for ***M 110***; well-prepared students should elect ***M 110*** or ***M 111*** instead.

Staff

M 110 Applied Calculus [1.25 C.U.]: A study of the concept of the derivative and its application to economics, business, and the life sciences. Studies include partial differentiation with applications. *Prerequisites:* ***M 109*** or two years of high school algebra and one year of geometry. Not open to students with credit in ***M 111***.

Staff

M 111 Calculus I [1.5 C.U.]: A study of limits and continuity. Topics include: the concept of the derivative, derivatives of elementary functions, applications of derivatives, the definite integral, anti-derivatives, the Fundamental Theorem of Calculus, the method of substitution and the applications of integrals. *Prerequisite:* two years of high

school algebra, one year of geometry, and some trigonometry. Prior knowledge of calculus is not assumed.

Staff

M 112 Calculus II [1.5 C.U.]: A continuation of *M 111*. Further applications of the integral including distance and arc length are studied. Topics include: integration by parts and partial fractions; the use of tables of integrals; inverse functions; the log and exponential functions; growth and decay problems; sequences, infinite series, and power series; and polar coordinates. *Prerequisite: M 111.*

Staff

M 113 Honors Calculus [1.5 C.U.]: A review of the differentiation and integration techniques for elementary functions. Treats the topics of *M 111* in greater depth. Replaces *M 111*. *Prerequisite: one year of high school calculus with at least a B average.*

Staff

M 114 Honors Calculus II [1.5 C.U.]: A continuation of *M 113*. Treats the topics of *M 112* in greater depth. *Prerequisite: M 113, or M 111 and consent.*

Staff

M 120 Statistics for the Natural Sciences [1 C.U.]: A survey of applied statistical inference emphasizing estimation and testing of hypotheses; an introduction to regression, correlation, analysis of variance, and design of experiments. Intended for students in Health Science, Physics, Chemistry, and Biology. *Prerequisite: M 109, M 110, or M 111.* Not offered in 1992-93.

Staff

M 205 Discrete Mathematics [1 C.U.]: A course including: symbolic logic, elementary set theory, relations, functions, methods of proof and problem solving, mathematical induction, elementary combinatorics, and recurrence relations. *Prerequisite: M 110 or M 111.*

Staff

M 211 Calculus III [1 C.U.]: A continuation of *M 112* or *M 114*. Topics include: vectors, directional derivatives, and the gradient; functions of several variables; partial derivatives and their applications; multiple integrals; and other coordinate systems. *Prerequisite: M 112 or M 114.*

Staff

M 212 Ordinary Differential Equations [1 C.U.]: A study of first order equations and the theory of linear differential equations. Topics include: series solutions, systems of linear differential equations, and an introduction to boundary value problems and eigenvalues. *Prerequisite: M 211, or M 112 and consent.*

Staff

M 217 Applied Mathematics for Economics [1 C.U.]: A survey of the applications of mathematics in economics and business. Topics may include: linear inequalities, vectors and matrix algebra, linear programming, the mathematics of finance, partial derivatives, LaGrange multipliers, differential equations, finite difference equations, and probability. *Prerequisite: M 110 or M 111.* Intended for Economics and Business students.

Staff

M 219 Probability and Statistics [1 C.U.]: A study of: sample spaces, conditional probability, random variables, expectations and distributions, moment generating functions, central limit theorem, and an introduction to estimation, confidence intervals, and hypothesis testing. *Prerequisite: M 112.*

Staff

M 311 Multivariable Calculus [1 C.U.]: A study of multivariable calculus, including: transformations; the Jacobean and implicit functions, vector analysis, the divergence theorem, and Green's and Stokes' theorems. *Prerequisite: M 211.*

Staff

M 312 Fourier Analysis [1 C.U.]: A study of function spaces with inner product, orthogonal bases; special functions of mathematical physics; Fourier series and transforms; applications to the Laplace, heat and wave equations, and other boundary value problems. *Prerequisites: M 211 and M 212.*

Staff

M 319 Probability [1 C.U.]: A study of probability and expectation by conditioning; discrete and continuous Markov chains and decision processes; Poisson processes; and an introduction to renewal, queueing, reliability theory, and stationary processes. *Prerequisite: M 219.*

Staff

M 320 Mathematical Statistics [1 C.U.]: A study of statistics focusing on: limiting distributions, points, interval and Bayesian estimation, tests of hypotheses, analysis of variance, regression, nonparametric methods, and other topics in statistical inference. *Prerequisite: M 219.* Not offered in 1992-93.

Staff

M 321 Linear Algebra [1 C.U.]: A study of: matrix algebra, vector spaces, linear transformations and matrix representations, similar matrices, the relation between linear mappings and systems of linear equations, inner product and norms, determinants, eigenvalues, and the Cayley-Hamilton Theorem. *Prerequisites: M 205 and M 211.*

Staff

M 322 Discrete Structures [1 C.U.]: A course in abstract algebra, including some applications. Topics include: groups, rings, fields, Boolean algebras, graphs, and trees. *Prerequisite: M 205.*

Staff

M 340 Numerical Analysis [1 C.U.]: A study of numerical techniques in interpolation, integration, algebraic and differential equations, matrix inversion and curve fitting. *Prerequisites or corequisite: M 212 and CS 167.*

Staff

M 398 Directed Study [1 C.U.]: Supervised individual study on such topics as differential equations, linear programming, game theory, probability and statistics, model theory, or other advanced topics in mathematics. May be repeated for credit.

Staff

M 410 Advanced Calculus [1 C.U.]: A theoretical calculus course. Topics may include: the real number system including Dedekind's theorem, completeness, cardinality, proofs of limits and continuity for functions of several variables, uniform continuity, differentiability, chain rules, implicit function theorems, uniform convergence of sequences and series of functions, and the definite integral and integrable functions. *Prerequisites: M 205 and M 311.* Not offered in 1992-93.

Staff

M 412 Complex Analysis [1 C.U.]: A study of these topics: functions of a complex variable, limits and continuity, the Cauchy-Riemann equations, analytic functions, complex power series, complex integration, Cauchy's Theorem, and conformal mapping. Suitable for junior and senior majors in Physics, Engineering, and Mathematics. *Prerequisites: M 205 and M 311.*

Staff

M 430 Optimization [1 C.U.]: A study of optimization with applications including: linear and nonlinear extremal problems of functions of several variables with linear constraints, linear programming using the simplex algorithm, and optimal decision making. *Prerequisites: M 211 and M 321.* Not offered in 1992-93.

Staff

M 440 Operations Research [1 C.U.]: A course covering the construction of mathematical models of the deterministic and stochastic types. Other topics include: Markov chains, game theory, graphs, queues, and their applications. *Prerequisites: M 219 and M 321.*

Staff

M 499 Independent Study [1 C.U.]: Selected topics in mathematics. May be repeated for credit.

Staff

Music

Sinclair (Chair)

Callahan

Gallo

Lackman

LeRoy

Runnels

The Music Department offers a broad range of courses, some serving the musical interest of the general student from beginning to advanced levels, others meeting the specific needs of the music major/minor. Students majoring in music select one of two concentrations: History/Literature or Performance.

Requirements for the Music Major

Fifteen course units are required for all music majors. Core courses for both History/Literature and Performance are:

MU 151 Harmony I

MU 152 Harmony II

MU 251 Counterpoint or MU 252 Chromatic Harmony

MU 205 Music History: Ancient/Renaissance

MU 206 Baroque/Classic or MU 207 Romantic/20th Century

The remaining course requirements are divided by concentration as follows:

HISTORY/LITERATURE

3 Electives in Music at the 300/400 Level

1 Course in Music outside the Western art music tradition

MU 200 Ensemble: 2 per term of applied music study, then 1 per term thereafter

MU 350 Applied Music: 4 terms, or 2 C.U.

MU 450 Research Project

PERFORMANCE

1 Elective in Music at the 300/400 level

MU 200 Ensemble: 2 per term of applied music study

MU 350 Applied Music: 8 terms, or 4 C.U.

MU 450 Senior Recital

Music majors are required to pass a fundamental keyboard skills examination by the end of the Junior year to enroll in two terms of secondary applied piano.

Requirements for the Music Minor

Students minoring in Music are required to complete 8.5 course units. The required courses for the minor are:

MU 151 Harmony I

MU 152 Harmony II**MU 200 Ensemble:** 2 per term of applied music study**MU 350 Applied Music:** 4 terms, or 2 C.U.

2 Electives in Music

Course of Study

Study in applied music is required of each music major in one of the following areas: piano, harpsichord, organ, voice, guitar, orchestral instruments, choral conducting, composition, or church music. Applied music includes a 45-minute private lesson each week. Students will also enroll in a minimum of 2 ensembles, perform in public recitals, and attend selected concerts throughout the term. At the end of each term, every student in applied music will perform before a committee of music faculty to determine if s/he may continue in applied music the following term. A student of composition will submit work in this field with an oral presentation before the committee.

Because entrance to applied music is by audition, entering freshmen and transfer students should make arrangements for their auditions with the music department as soon as possible after applying. While a live audition is preferred, a good-quality cassette recording is acceptable.

ENTRANCE REQUIREMENTS IN APPLIED MUSIC

To enter the four-year degree course with performance concentration in:

Organ:

The student should have completed sufficient piano study to perform some of the Bach Inventions and the easier Mozart, Haydn, and Beethoven sonatas. The student will also be asked to play one of the major and minor scales in a moderate tempo.

Piano:

The applicant should be prepared to play major and minor scales and arpeggios in all keys, to read at sight simple piano literature, and to play one work from three of the following categories (one of which must be memorized):

1. A sinfonia, suite, or prelude and fugue by Bach.
2. One movement of a sonata by Haydn, Mozart or Beethoven.
3. A work from the Romantic period.
4. A work from the twentieth century.

Harpsichord:

The student should exhibit a level of keyboard proficiency equivalent to that required of entering piano majors.

Courses of Instruction

Strings (Violin, Viola, Cello):

The student must demonstrate an adequate technical foundation based on scales and etudes and perform a concerto by Vivaldi, a sonata by Tartini, or an equivalent work of this school.

Voice:

The applicant should possess a voice of attractive quality and must be able to sing two selections from the standard English art song or early Italian repertory with good intonation, correct rhythm, and sensitivity to musical phrase. In addition, s/he should demonstrate a keen ear.

Woodwinds, Brass, Percussion:

The student of a woodwind or brass instrument must be able to play major, minor, and chromatic scales with various articulations at a moderate tempo, and perform etudes, technical studies, and a solo of medium difficulty from the instrument's standard repertory. In addition, the student should be able to sight-read passages of medium difficulty. The prospective percussion student should have an excellent snare drum technique and a basic familiarity with the tympani and mallet instruments.

Classical Guitar:

The student should be able to play major and minor scales (Segovia Ed.) and to adequately perform such standard etudes as those of Aguado, Carcassi, Giuliani, and of two selections from the first ten Sor studies (Segovia Ed.)

Choral Conducting, Composition, Church Music:

Students are admitted by consent of the major professor at the end of the sophomore year. A minimum of two years' study in a performance area is required (freshman and sophomore years).

Course of Study

DEPARTMENTAL ENSEMBLES: OPEN TO NON-MAJORS AS WELL AS MAJORS

MU 200.01 *Rollins Camerata* [.25 C.U.]: A choral honors ensemble emphasizing the performance of musical literature suitable for ensembles of various sizes and combinations, from medieval to twentieth century. *Prerequisite:* audition.

Sinclair

MU 200.02 Rollins Singers [.25 C.U.]: A small show choir concentrating on contemporary and popular music, as well as music of the musical theater. *Prerequisite*: audition.

Sinclair

MU 200.03 Women's Glee [.25 C.U.]: A women's vocal ensemble whose music spans a wide variety of styles. Emphasis is on those composers whose output focuses on music for this specialized arrangement. *Prerequisite*: audition.

Sinclair

MU 200.04 Chamber Singers [.25 C.U.]: The Department of Music's most selective choral ensemble. Emphasis is on choral chamber music and madrigal music. *Prerequisite*: audition.

Staff

MU 200.05 Rollins Brass Ensemble [.25 C.U.] A select ensemble of students and community members emphasizing the performance of brass music from the Renaissance through the twentieth century. *Prerequisite*: audition.

Gallo

MU 200.06 Rollins Jazz Ensemble [.25 C.U.]: A small ensemble emphasizing the performance of jazz from all periods. *Prerequisite*: audition.

Runnels

MU 200.07 Flute Choir [.25 C.U.]: An ensemble of students and community members emphasizing the performance of flute ensemble music. *Prerequisite*: consent.

Staff

MU 200.08 Rollins Chapel Choir [.25 C.U.]: A choir of students and community members emphasizing sacred choral music. Activities include weekly Sunday Chapel services, the Christmas Vespers, and major works. *Prerequisite*: audition.

Callahan

MU 200.09 Small Chamber Ensembles [.25 C.U.]: Includes vocal and instrumental trios, quartets, sextets, etc., and varies from term to term. *Prerequisite*: audition.

Sinclair

DEPARTMENTAL CLASSROOM COURSES

MU 100 Introduction to Music Theory [1 C.U.]: The basic materials of music emphasizing skills in notation, scales, harmony, and elementary sight-singing for those who have had little or no previous musical experience.

Staff

MU 101 Applied Music for Enrichment [.25 C.U.]: One half-hour private lesson per week in any of the applied areas listed above. Does not count toward the major or minor in music. May be repeated for credit up to 2 C.U.

Staff

MU 103 Musical Awareness [1 C.U.]: An introductory course in musical awareness, designed to acquaint the student with the relationships among the major styles, genres, and periods in Western, non-Western, classical, and popular musics.

Gallo/LeRoy

MU 106 Masterpieces of Choral Literature [1 C.U.]: A survey of masterworks of choral literature from the Renaissance to the twentieth century. The course provides the opportunity to learn the historical perspectives and performance practices of choral music. This is accomplished through listening to various choral works, a brief study of music history as it relates to choral music, and concert attendance. Alternate years. Offered in 1991-92.

Sinclair

MU 107 Jazz and Blues [1 C.U.]: A study of American popular musical styles from 1930 to the present. Not only does the course cover musical components of the various styles, but it also focuses upon the musicians who perform this music in order to gain some insight into the cultural, social, and historical milieu in which the music took place. Among many topics are the rock revolution and modern jazz.

Runnels

MU 110 Music of the World's Peoples [1 C.U.]: An introduction to world music through the study of the music of Africa, Native America, Black America, Asia, and Eastern Europe. The course focuses in depth on the music of a small number of representative groups to examine music on its own terms and as a human activity in diverse historical, social, and cultural contexts.

Gallo

MU 112 Opera on Video [1 C.U.]: An introduction to opera through the study of selected works drawn from various periods in music history. Video and aural excerpts are presented and attendance at a live performance (as available), is required. Small lab fee for performance.

LeRoy

MU 134 The Music of Australia—Beyond "Waltzing Matilda" [1 C.U.]: A study of the unique features of Australian music. A special area of interest is the music of the Aborigines, who play the didjeridu, an instrument created mostly by termites. The course also studies contemporary music which employs a variety of unusual elements from automatic pianos to Oriental scales and instruments, and even recorded sounds from nature, such as a chainsaw. Alternate years. Offered 1993-94.

Gallo

MU 151 Harmony I [1 C.U.]: A study of the basic materials of music; development of skills in basic notation, scales and elementary harmony; sight-singing and ear-training and development of basic performance skills. Laboratory required. Prerequisite: **MU 100** or placement examination.

Lackman

MU 151L Harmony I Laboratory [.25 C.U.] Sight-singing and ear training and development of basic performance skills.

Lackman

MU 152 Harmony II [1 C.U.]: A course developing skills in perceiving and writing music through simple exercises in traditional harmony and voice leading, as well as the study of examples from various historical periods. Laboratory required. *Prerequisite:* MU 151 or consent.

Lackman

MU 152L Harmony II Laboratory [.25 C.U.]: Continued development of sight-singing and ear training and performance skills.

Lackman

MU 205 Music History: Ancient/Renaissance [1 C.U.]: A survey of the history and styles of Western music beginning with ancient and medieval music (to 1420) and continuing through the Renaissance (ca. 1420-1600). May be taken out of sequence. Alternate years. Offered 1993-94.

Gallo

MU 206 Music History: Baroque/Classical [1 C.U.]: A survey of the history and styles of Western music beginning with the Baroque (1600-1750) and continuing through the Viennese Classical period (1750-1820). May be taken out of sequence. Alternate years. Offered 1992-93.

LeRoy

MU 207 Music History: Romantic/20th Century [1 C.U.]: A survey of the history and styles of Western music beginning with the Romantic Period (1820-1900) and continuing through the music of the present day. May be taken out of sequence. Alternate years. Offered 1992-93.

Runnels

MU 208 Internship in Radio Programming [.5 C.U.]: A course where students devise and, if possible, host programs of classical music for presentation on WPRK-FM. In preparing the scripts, students emphasize the significance of genre, composers, nationality, and artist. Correct pronunciation of names and musical terms is stressed. Involves 90 minutes in class, plus an additional four hours a week as interns at the station.

Lackman

MU 210 Topics in Music [1 C.U.]: A course whose content varies from term to term and explores aspects of music on a less advanced level. Course subjects may range from the history of Rock music to an introduction to the masterworks of European art music.

Staff

MU 220 The Marriage of Music and Poetry [1 C.U.]: Poetry is the "music" of language, as music is the language of sound. Given that most poems are more memorable than ordinary speech, music when combined with poetry often results in an even more expressive and fused art form. This course will compare music and poetry as forms of expression and will interrelate them through a study of form, structure, syntax, articulation, and influences.

Sinclair

MU 221 Basic Conducting [1 C.U.]: The basic skills of conducting, including baton technique and basic score reading. Laboratory format. *Prerequisite:* sophomore status Music major or consent. Alternate years. Offered in 1992-93.

Sinclair

MU 251 Counterpoint [1 C.U.]: A development of writing skills in species counterpoint in two and three voices. The course includes analysis of contrapuntal forms, i.e., invention and fugue. *Prerequisite:* MU 251. Alternate years. Offered in 1992-93.

Lackman

MU 252 Chromatic Harmony and Introduction to Analysis [1.25 C.U.]: Development of skills in writing the more chromatic harmonic accompaniments to melodies (Neapolitan, 6th chords, 9th, 11th, 13th chords), as well as development of skills in analyzing music of a variety of styles. Continuation of sight-singing and ear-training development. Laboratory required. *Prerequisite:* MU 251. Alternate years. Offered in 1993-94.

Lackman

MU 310 Writing About Music [1 C.U.]: A course in which students attend off-campus and out-of-class concerts and recitals and write reviews of these events. In addition, the student builds an appropriate bibliography by developing sources for use in doing reviews. Other class activities include perfecting a prose style and discussing the responsibility for describing a traditionally subjective area in simple declarative writing. Fee course.

Lackman

MU 350 Applied Music [.5 C.U.]: Private music instruction in the applied areas listed above. *Prerequisite:* audition. May be repeated for credit.

Staff

MU 400 Topics in Music [1 C.U.]: A study of a single musical topic (which varies), including: individual composers, artistic movements, genres, or analytic topics.

Staff

MU 450 Research Project/Senior Recital [.5 C.U.]: Two types of directed study are available:

1) *Research Project*. Independent study of a topic requiring extensive research and culminating in a substantial paper with oral presentation before the faculty. *Prerequisite:* senior status and prior approval of the project by departmental faculty.

Gallo

b) *Senior Recital*. Independent preparation of a 60-minute public performance with extensive program notes. *Prerequisite:* senior status and prior approval of the performance program by departmental faculty.

Performance faculty

MU-ED 321 Advanced Conducting and Repertory [1 C.U.]: Students learn advanced techniques of conducting and prepare and perform selected compositions from the standard repertory. *Prerequisite:* MU-ED 221. Alternate years. Offered in 1993-94.

Sinclair

MU-EE 560 Enrichment: Music in Elementary Schools [.5 C.U.]: A workshop covering the basic concepts, literature, and methods for teaching music in the elementary grades. Vocal and instrumental music are included, and the course stresses the use of music to provide creative experiences. Enrollment is limited to those seeking certification in elementary education or secondary music.

Sinclair

Department of Organizational Communication [minor only]

Gardner (Chair)
Bommelje
Burleson
Newman

Rogers
Schmidt
White-Mills

Organizational Communication

The study of communication was one of the original seven liberal arts. The Organizational Communication minor prepares students for more effective communication in their personal, social, and working environments by stressing the development of critical thinking, decision-making, and presentational skills.

REQUIREMENTS FOR THE MINOR IN ORGANIZATIONAL COMMUNICATION

Students must complete 4 core courses and 2 elective courses

CORE COURSES:

CM 210 Public Speaking
OC 220 Interpersonal Communication
OC 340 Organizational Law
OC 421 Organizational Communication

ELECTIVE COURSES: (CHOOSE 2 OF THE FOLLOWING)

OC 300 Communication Theory
OC 303 Professional Responsibility
OC 375 Marketing Communication

Course of Study

CM 210 Public Speaking [1 C.U.]: The study of the research, organization, delivery, and critical analysis of oral presentations with special attention to individual needs.

Taylor, White-Mills

OC 220 Interpersonal Communication [1 C.U.]: The study of communication as it affects the individual's interaction with others. The course investigates such topics as

self-concept analysis, perception, language, nonverbal messages, listening, relationship building and conflict resolution.

Gardner

OC 300 Communication Theory [1 C.U.]: The study of various theories of communication which explain the process by which senders and receivers of messages interact in social and organizational contexts.

Schmidt

OC 303 Professional Responsibility [1 C.U.]: Students preparing for the professions and business careers are exposed to ethical dilemmas through the extensive study of real life cases. The cases force students to make moral choices and develop questions in the search for their own identities. Lectures, readings, and Socratic dialogues supplement the case studies.

Newman

OC 340 Organizational Law [1 C.U.]: The study of the role of the judiciary at the national, local, and emerging level of government. The course investigates issues in jurisprudence and the administration of justice and examines the operation of Appellate Courts with emphasis on the United States Supreme Court and the interpretation of the Constitution by the Court.

Newman

OC 375 Marketing Communication [1 C.U.]: The study of the two-way exchange of ideas and information between buyers and sellers. The course studies the process of marketing communication, the management of that process, and the effects of communication on the consumer.

Rogers/White-Mills

OC 421 Organizational Communication [1 C.U.]: The analysis of the role and importance of communication in organizations such as the corporations, not-for-profit institutions, government agencies, and other structures where people work. The focus of the course is rooted in an analysis of the theories of organizational communication with applications to contemporary situations.

Schmidt/White-Mills

Philosophy and Religion

Wettstein (Chair)
Cook
DeNicola
Edge

Greenberg
McLaren
Peters

The Department offers major and minors in Philosophy and in Religious Studies. Since these majors and minors deal with the basic principles and concepts of most of the subjects that are taught in the College, they provide a broad, integrated and analytical grasp of the liberal arts.

Requirements for the Major in Philosophy or Religion

STUDENTS MAJORING IN PHILOSOPHY are required to take the following program of courses:

PH 108 Ethics

or

PH 308 Topics in Ethics

PH 223 Introduction to Formal Logic

PH 230 History of Early Western Philosophy

PH 231 History of Modern Philosophy

PH 250 or 302 or 310 or 313 Recent Philosophy

PH 499 Senior Thesis

Six electives in the department (four at the 300- or 400-level) chosen from Philosophy (no fewer than 4 courses), and Religion (no more than 2 courses).

STUDENTS MAJORING IN RELIGIOUS STUDIES are required to take the following courses:

R 113 World Religions: Far Eastern

R 205 or 206 Hebrew Bible (Old Testament) or New Testament

PH 230 History of Early Western Philosophy

R 217 Judaism: History and Literature

R 218 Christianity: Thought and Practice

R 219 Islam: Religion and Society

R 499 Senior Thesis

Five electives in the Department (four at the 300-400 level, at least three in Religion)

NOTES:

1. We urge majors in Philosophy and in Religious Studies to acquire a sound background in their special interest by electing, in consultation

with a major adviser, supporting courses in other disciplines. For example, if the student's special interest is in the Philosophy of Science, s/he should back this up with courses in the natural sciences; again, if the student's special interest is in Aesthetics (Philosophy of Art) s/he should back this up with courses in art, music, and literature.

2. We recommend that core courses be taken early. Postponing them to the senior year may seriously complicate scheduling as well as lose much of their value as foundations for further advanced study.

Requirements for the Minor in Philosophy or Religion

STUDENTS TAKING A MINOR IN PHILOSOPHY are required to take the following program of courses:

- a. Any three of the five required courses for the full major in Philosophy.
- b. Four electives in the Department (at least two being at the 300- or 400-level, and at least three being in philosophy; the remaining one can be taken in Religion).
- c. Senior Independent Study (498) (for minors).

STUDENTS TAKING A MINOR IN RELIGIOUS STUDIES are required to take the following program of courses:

- a. *R 113 World Religions: Far Eastern*
R 205 or R 206 Hebrew Bible (Old Testament) or New Testament
Two of three: *R 217 Judaism: History and Literature*
R 218 Christianity: Thought and Practice
R 219 Islam: Religion and Society
- b. Three electives in the Department (at least two at the 300-400 level, and at least two in Religion).
- c. Senior Independent Study (498).

Course of Study

PHILOSOPHY

PH 103 Introduction to Philosophy [1 C.U.]: An introduction to the aims, methods, and content of philosophy through a study of some of its most important figures and perennial problems. Questions addressed include: How do we know that our ideas are true? What is reality? Does God exist? Why is there evil in the world? Is there a mind distinct from the body? Are we free or determined? What is our highest good? How do

we know right from wrong? What distinguishes the beautiful from the ugly? What is the place of the individual in society?

Cook/Edge/McLaren

PH 108 Ethics [1 C.U.]: An introduction to ethical theory and moral decision making. Questions addressed include: What does it mean to be moral? Why should one be moral? What makes an action right or wrong—only the consequences of the action? What makes a trait a virtue? Is lying always wrong?

DeNicola/McLaren

PH 120 Theories of Human Nature [1 C.U.]: A study of the views of several thinkers who have offered diverse theories of human nature. Discussions include the implications of these theories for our attitudes toward ourselves and others. Readings are taken from the work of Plato, Hobbes, Freud, Marx, Skinner, and selected authors of the Christian and Oriental religious traditions.

Cook/Edge

PH 140 Friends and Others [1 C.U.]: The course will examine the ways classical and contemporary philosophers have analyzed friendship with the objective of enabling students to develop and cogently express their own understandings.

Wettstein

PH 212 Philosophy of the Arts [1 C.U.]: An introduction to philosophical problems posed by the arts. The course covers both the theory of art and the theory of the aesthetic. Writings spanning 2,400 years are analyzed. Concepts include: imitation, significant form, expression, the death of art, taste, psychic distance, beauty, and the aesthetic.

DeNicola/McLaren

PH 214 Philosophy in Literature [1 C.U.]: An investigation of perennial philosophical issues as they appear in the conflicts of characters and ideas in imaginative literature. Among the authors whose works are considered are: Voltaire, Dostoevsky, John Barth, Ralph Ellison, Albert Camus, Margaret Atwood, and Kurt Vonnegut. Readings are approached from a critical philosophical perspective and concentrate on themes of enduring personal significance.

Cook

PH 215 Social and Political Philosophy [1 C.U.]: An introduction to issues in social and political philosophy focusing on the philosophical foundations of the contemporary state. Topics include: the moral grounds for the state, the place and value of freedom, the nature and justification of property, and the rights of the individual. Classical and contemporary thinkers are studied.

Cook/McLaren

PH 223 Introduction to Formal Logic [1 C.U.]: An introduction to the principles of valid deductive reasoning, as expressed in symbolic form. Beginning with Aristotelian categorical syllogisms, the course proceeds to a consideration of truth-functional propositional and quantificational logic.

Cook

PH 226 Philosophy of Education [1 C.U.]: A study of differing points of view regarding the proper aims and methods of education. Topics include: theories of human nature underlying different educational models, the distinction between education and indoctrination, the moral dimensions of education, the meaning of "liberal education," and various ideals of the educated man and woman.

Cook/DeNicola

PH 230 History of Early Western Philosophy [1 C.U.]: A history of the development of philosophical thought in the ancient Western world from its beginnings in the sixth century B.C. until 300 A.D., focusing on the classical cultures of Greece and Rome. The course is divided into four segments: the Pre-Socratic philosophers, Socrates and Plato, Aristotle, and Late Hellenistic philosophy (including the Stoics, Sceptics, Epicureans and Cynics). Readings are from primary sources.

Cook/DeNicola/Edge

PH 231 History of Modern Philosophy [1 C.U.]: An investigation of the most important philosophers in Britain and on the Continent during the seventeenth and eighteenth centuries. In a survey manner, the course considers the Continental Rationalists (Descartes, Spinoza, Leibniz) and the British Empiricists (Locke, Berkeley, Hume), and Kant as mediator of these two traditions.

Edge/Cook

PH 240 Topics in Philosophy [1 C.U.]: A study of a specific philosophical topic, e.g., a single philosopher's work, an issue or concept, or a specific philosophical tradition. Topics vary. May be repeated for credit. Suitable for freshmen and sophomores.

Staff

PH 250 Survey of Recent Philosophy [1 C.U.]: A survey of the three major movements of the late nineteenth and twentieth centuries: existentialism, pragmatism and analytic thought. The course offers an introduction to the themes and directions of recent thought and provides a foundation for the more in-depth courses offered separately on each of these movements.

Edge/McLaren

PH 260 Human Freedom [1 C.U.]: An attempt to understand the concept of human freedom from psychological, metaphysical, political, and existential perspectives. Questions covered include: What does it mean to say that someone is free? Is anyone free? What impediments are there to freedom? Why would anyone want to be free? Readings are taken from classical and contemporary sources, including works of philosophers, psychologists, novelists, scientists, and song lyricists.

Cook

PH 280 Parapsychology: The Data and Philosophical Implications [1 C.U.]: An examination of the methodology of parapsychological experiments and the empirical evidence produced. The course assesses the quantity and quality of such evidence. It considers: the philosophical assumptions of parapsychology, the nature of science, the extent to which parapsychology is a science, and the implications of the data.

Edge

PH 290 Medical Ethics [1 C.U.]: A study of moral problems related to health care and medical technology. Topics may include: abortion, euthanasia, treatment of defective newborns, genetic screening, experiments on human subjects.

Cook/McLaren

PH 302 American Philosophy [1 C.U.]: The development of American philosophy with special emphasis on the pragmatists. C. S. Pierce, William James, and John Dewey. *Prerequisite*: one *PH* course.

Cook/Edge/Peters

PH 308 Topics in Ethics [1 C.U.]: A course in a specific topic of moral philosophy. Topics vary. Seminar format. *Prerequisite*: one *PH* course.

DeNicola/McLaren

ES-PH 309 Environmental Ethics [1 C.U.]: An exploration of the interrelationships among people's basic guiding values, the use of the earth's resources, and the possibilities for human survival. This course reviews the current "storm of crises" confronting humankind (e.g., population, food, energy, and pollution) and technologically-possible solutions; seeks to discover what actions ought to be taken, what attitudes ought to be promoted, and whether non-humans (i.e., animals and plants) ought to be considered.

Peters/Wettstein

PH 310 Existentialism [1 C.U.]: An examination of existentialism and phenomenology, two of the major European movements of the late nineteenth and twentieth centuries, that have a close history and aim. This course considers such thinkers as Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger. Discussions center on fundamental existential problems—the meaning of life, the nature and priority of the self—and the phenomenological method. *Prerequisite*: one *PH* course or consent.

Cook/Edge/McLaren

PH 311 Philosophy of Science [1 C.U.]: A critical discussion of the presuppositions, methods, and leading concepts of the natural sciences. The course considers: whether science provides the truth about the world, whether science makes progress, how scientific explanations explain, how the scientific account of the world relates to our everyday understanding of things, and the values which are presupposed by the scientific enterprise. Recommended for Science majors. *Prerequisite*: One *PH* course or consent.

Cook

PH 313 Contemporary Analytic Philosophy [1 C.U.]: A course tracing the development of analytic philosophy, a major movement in the twentieth century, from its beginnings in the work of G.E. Moore and Bertrand Russell through the work of L. Wittgenstein, J. Austin and Gilbert Ryle. *Prerequisite*: one *PH* course.

Cook

PH 314 Topics in Philosophy [1 C.U.]: A study of a specific philosophical topic, e.g., a single philosopher's work, an issue or concept, or a specific philosophical tradition. Topics vary. May be repeated for credit. Suitable for juniors and seniors.

Staff

PH-R 317 Philosophy of Religion [1 C.U.]: An examination of the assumptions of religious thought designed to promote critical thinking, in particular a willingness and ability to subject religious beliefs to rational tests. Issues explored include: the nature of God, the existence of God, the problem of evil, the relation of faith to reason, the reality of miracles, mystical experience and its status as a way of knowing, the nature of religious language, and the meaning and verification of religious ideas. *Prerequisite*: one *PH* or *R* course.

Edge/Peters/Wertstein

PH-R 319 Evil and the Search for Meaning After the Holocaust [1 C.U.]: An examination of philosophical, theological, and fictional works from 1945 to the present which deal directly with the experience of the Holocaust, as well as with the broader human predicament. Focus is on the problem of evil, theodicy, forgiveness, and the search for meaning. Readings include works by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel. *Prerequisite*: one *Ph* or *R* course.

Greenberg

PH 325 Philosophy of Law [1 C.U.]: An investigation of the justification of laws, legal decisions, and legal institutions. Topics may include: the concept of constitutionality, "strict constructionism," the nature and limits of law, the justification of punishment, judicial reasoning, capital punishment, legal responsibility (e.g., strict liability and the insanity defense), legislating morality, and paternalism. *Prerequisite*: one *PH* or law course.

McLaren

PH 346 Philosophy of the Social Sciences [1 C.U.]: An examination of philosophical problems encountered in the social sciences. Among the topics considered are: the logic of concept formation and measurement, the question of objectivity, the nature of historical explanation, the use of ideal types, the alleged uniqueness of historical events, the difference between "hard" and "soft" sciences, and moral considerations raised in social science research. *Prerequisite*: one *PH* course or a course in the behavioral sciences.

Cook/Edge

PH 348 Philosophy of Mind [1 C.U.]: A study of selected topics in the philosophy of mind. Topics include: the nature of mind, the mind-body problem, and the question of purpose. The course examines the philosophical antecedents of major approaches and assumptions in contemporary psychology. *Prerequisite*: one *PH* or *PY* course.

Cook/Edge

PH 352 Seminar on the Emotions [1 C.U.]: A seminar challenging the traditional opposition between reason and passion, and the cognitive and the emotive. The course examines alternative theories of the emotions, the role of the emotions in human life, and ways of "educating" the emotions. Readings are drawn from philosophical, psychological, and educational sources. *Prerequisite*: one *PH* or *PY* course.

DeNicola

PH 398 Directed Study for Juniors [1 C.U.]

PH 498 Senior Independent Study [1 C.U.]: Required for all Philosophy minors.

PH 499 Senior Thesis [1 C.U.]: Required for Philosophy majors.

RELIGION

R 113 World Religions: Far Eastern [1 C.U.]: An exploration into the inner perspectives, forms, beliefs, and rituals of Far Eastern religions, including Hinduism, Buddhism, and the religions of China and Japan. Readings are drawn from primary sources.

Peters/Wettstein

R 114 World Religions: Near Eastern [1 C.U.]: A study of the patterns of religious life and thought in Judaism, Zoroastrianism, Christianity, and Islam, emphasizing the interpretation of their sacred scriptures and historical development.

Greenberg/Peters

R 135 Religion in America [1 C.U.]: An exploration of the nature of religion by examining the American religious heritage. The course surveys: native American religions, Judeo-Christian traditions of European immigrants, religion of American blacks; religions originating in America, occult and metaphysical movements, the recent influx of Eastern religions, and regional religion. In addition, the course examines the unity in American religion by looking at the dominance of Protestantism, civil religion, cultural religion, and the conflicts and attempted reconciliations between Protestants and Catholics, Christians and Jews.

Peters

R 205 Hebrew Bible (Old Testament) [1 C.U.]: A study of selected parts of the Hebrew Bible from a scholarly and literary point of view.

Greenberg/Peters/Wettstein

R 206 New Testament [1 C.U.]: An introduction to major themes and books of the New Testament and to the use of contemporary biblical scholarship in studying the New Testament.

Peters/Wettstein

R 212 The Bible in American Society [1 C.U.]: An introduction to the use of the Christian Bible in relation to political, economic, moral, familial, environmental, medical, educational, and scientific dimensions of American society. Topics covered include: militarism and pacifism, economics and social justice, male-female relations, humanity's relation to nature, the nature and cure of disease, science education and values, and creationism and evolution.

Peters

R 217 Judaism: History and Literature [1 C.U.]: An introduction to Judaism through the study of modern historical, literary, and theological masterpieces. Readings and discussions explore a variety of perspectives on topics such as law, ritual, Zionism, Israel, American Judaism, and the changing world of women in contemporary Judaism.

Greenberg

R 218 Christianity: Thought and Practice [1 C.U.]: An introduction to issues that have occupied Christian thinkers for almost two thousand years. These include: the

nature of God, the problem of evil, the nature and work of Christ, redemption, the sacraments, Christian living, and the methods of theological reflection. Students are assigned the writings of at least two key thinkers in Christian thought.

Peters

R 219 *Islam: Religion and Society* [1 C.U.]: A course focusing on the definition of Islam. The course shows that Islam has several dimensions—religious and cultural, as well as political and social. In addition, the course covers Muslim beliefs and practices, and the relationship of Islam to the Judaeo-Christian heritage.

Greenberg

R 220 *Religious Issues in Contemporary Literature* [1 C.U.]: An examination of the religious (and anti-religious) themes in the recent literature in relation to major faith-traditions. Also studied is their encounter with the realities of contemporary life and the discovery of new directions for faith and life such literature may prophesy.

Wettstein

R 223 *Modern and Contemporary Jewish Literature* [1 C.U.]: An exploration of modern and contemporary Jewish literature in Europe, Israel, and the United States. Readings cover a selection of short stories and novels which depict the modern Jewish experience. Topics include: the world of the shtetl, enlightenment and emancipation in Europe, the life of immigrant Jews in Israel and the United States, the Holocaust, the establishment of the State of Israel, contemporary Israeli society, and the struggle between tradition and modernity.

Greenberg

R 226 *Women in Judaism and Islam* [1 C.U.]: A survey of biblical, legal, and other historical documents pertaining to the status, role, and rights of women in the Jewish and Muslim traditions. The course also examines women's changing role in the modern and contemporary period in light of feminist scholarship and activism.

Greenberg

R 229 *Literature of the Muslim World* [1 C.U.]: A study of important themes in Muslim culture as revealed in literature in translation from Arabic, Persian, and Turkish. Readings include a variety of texts ranging from the holy Qur'an to works in several literary forms, including those of drama, the novel, short story, and poetry. Topics address religious, social, and political issues reflected in Middle Eastern literature.

Greenberg

R 251 *Topics in Religion* [1 C.U.]: A study of a specific topic in religion. Topics vary depending on the interest of students and faculty. Suitable for freshmen and sophomores.

Staff

R 317 *Philosophy of Religion*: See description listed under PHILOSOPHY as **PH 317**.

R 318 *Contemporary Religious Thought: Theism, Atheism and Humanism* [1 C.U.]: The study of major religious thinkers of the twentieth century must deal with the encounter of theism with atheism and its consequences for the faith-traditions

in the contemporary world. Classic works of Buber, Tillich, and Bonhoeffer are examined along with more recent essays from a variety of sources. *Prerequisite:* one **PH** or **R** course.

Wettstein

R-PH 319 See description listed under Philosophy.

R-ES 324 Contemporary Religious Thought and the Environment [1 C.U.]: A course examining traditional and contemporary Judeo-Christian thought to see to what extent the claim that Western religious beliefs and practices (in comparison with that of some Eastern and Native American traditions) are among the major causes of current environmental crises. The focus will be on how beliefs about God, about the created world, and about human nature, purposes and salvation shape human attitudes and behavior toward the environment.

Wettstein/Peters

R-ES 329 Creation in Religion and Science [1 C.U.]: An examination of ancient religious and contemporary scientific understandings of creation in nature, society, and the life of the individual. After an overview from an evolutionary perspective of what has been created in the history of the universe, the course analyzes religious and scientific views of the origins of civilization, and what is good and evil in relation to the creative process. Suitable for non-majors. *Prerequisite:* one **PH** or **R** course.

Peters

R 331 Religious Ethics [1 C.U.]: A study of the methods and modes of thought of several religious traditions in dealing with ethical questions. Issues of personal behavior in promise-keeping, truth-telling, sexuality, as well as social issues about war and peace, poverty, injustice, and oppression are included. *Prerequisite:* one course in philosophy or religion.

Wettstein

R 341 Continuity and Change in Asian Literature [1 C.U.]: A study of patterns of continuity and change seen in traditional Asian cultures through their literature. This course compares classic and contemporary texts in Indian, Chinese, and Japanese cultures, in terms of what they say or imply about the relation of persons to the world of nature or to society; the shared vision of the good life; and the functions of belief and art in shaping human values and actions. *Prerequisite:* **R 113** or consent.

Wettstein

R 351 Studies in Religion [1 C.U.]: A study of a specific topic in religion. Topics vary depending on the interest of students and faculty. Suitable for juniors and seniors. May be repeated for credit. *Prerequisite:* one **R** course.

Staff

R 361 Studies in Religions: Cults [1 C.U.]: An examination of alternative religions and spiritual groups on the contemporary scene. The course also covers some of their historical precedents, and the issues they raise such as coercive persuasion, rights of religious expression, and legally-sanctioned deprogramming. *Prerequisite:* one **R** course.

Wettstein

R 398 Directed Study for Juniors [1 C.U.]

R 498 Senior Independent Study [1 C.U.] Required for all Religious Studies minors.

R 499 Senior Thesis [1 C.U.] Required for all Religious Studies majors.

HEBREW

HEB 101-102 Elementary Hebrew [1 C.U.]: Introduction to Hebrew with an emphasis on acquiring a basic knowledge of modern Hebrew in both its oral and written forms. Readings treat a variety of topics in Jewish culture and history.

Greenberg

HEB 201 Intermediate Hebrew [1 C.U.]: Reading, writing, speaking, grammar review, laboratory. Intermediate Hebrew offered alternate years when enrollments permit. *Prerequisite: HEB 102* or equivalent.

Greenberg

HEB 202 Intermediate Hebrew [1 C.U.]: The second semester of the intermediate course. Reading for comprehension and expansion of vocabulary; practice for improvement of oral and written proficiency; enhancement of cultural background; application and reinforcement of grammatical concepts. Intermediate Hebrew offered alternate years when enrollments permit. *Prerequisite: HEB 201* or equivalent.

Greenberg

Physical Education

Copeland
Howell

Jarnigan
Meisel

All students are required to register for and successfully complete four terms of Physical Education. This includes one term of Basic Physical Education and three terms of elective lifetime recreational activities. Regular attendance and active participation are necessary to meet requirements of the College. Students who have completed four terms may register for any activity when openings and instructional personnel permit. Students normally take one Physical Education course per term. In order to take two courses per term, prior approval by the Chairman of the Department of Physical Education and Athletics is required.

All Physical Education courses offered are coeducational.

The College will furnish all necessary playing equipment for Physical Education classes and intramural sports except tennis raquets and golf clubs. Activities may be added or withdrawn at the discretion of the Department of Physical Education and Athletics.

It is suggested that students enrolled in Physical Education classes and those participating in intramural sports should have a periodic physical examination. No student may enter any activity for which s/he is not physically fit.

Students bringing certificates of disability from personal physicians must have the certificates endorsed by the Director of Lakeside Health and Counseling Services before they will be accepted by the Department of Physical Education and Athletics.

THE OBJECTIVES OF THE PHYSICAL EDUCATION PROGRAM ARE:

To encourage students to maintain good physical fitness and to provide a means by which to make this possible.

To instill in students the idea that physical activity should become a way of life with the joy and pleasure derived from physical activity being the motivating force.

To provide students a learning situation that will enhance their leisure time in the future.

To provide numerous activities that develop the neuromuscular systems of the individual.

To provide basic health information that will be beneficial throughout life.

Physical Education Requirements for Transfer Students:

Transfer students who have completed 85 quarter hours, regardless of their Physical Education background, are exempt from required Physical Education at Rollins.

Transfer students who have completed 40 quarter hours will be required to complete two terms of Physical Education at Rollins. They will not be required to take Basic Physical Education (BPE).

Physical Education Requirements for Honor Students:

Honors Degree Program students are required to take two terms of Physical Education. They are not required to take a designated **BPE** course. The Physical Education requirements may be waived or altered for individual students for any of the following reasons:

Upon recommendation of the Director of the Lakeside Health and Counseling Services after consulting with the Chairman of the Department of Physical Education and Athletics.

For other exceptional cases, upon recommendation of the Chairman of the Department of Physical Education and Athletics and with the approval of the Registrar.

BASIC PHYSICAL EDUCATION (BPE)

The aim of Basic Physical Education, a fitness program based upon Dr. Kenneth Cooper's Aerobic System, is the overall vigor and health of the body through activities which demand oxygen consumption. Basic Physical Education (BPE) is offered through one of the following courses: BPE Aerobic Fitness: Running; BPE Aerobic Fitness: Swimming; BPE Aerobic Fitness: Dance; **BPE 101; BPE 102.**

BPE 101 Behavioral Guidelines for Health & Wellness [1 C.U.]: Introduction to the concepts of health and wellness that make possible the highest enjoyment of life. Promotes understanding that self-responsibility and awareness are essential for compliance and adherence to an acceptable level of health and wellness. Emphasis placed on self-awareness, consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification program.

Staff

BPE 102 Physiology of Exercise & Performance [1.0 C.U.]: Objectively learning and developing strategies for personal fitness and training. Programs are based on scientific principles of human physiology. Emphasis on human energy systems, aerobic exercise, muscular fitness, and injury care. Students will also be encouraged to design individualized programs.

Staff

PHYSICAL EDUCATION ELECTIVES

Basketball
Canoeing
Fencing
Golf*
Jazz Dance For Exercise
Lifeguard Training*
Sailing
Softball
Tae Kwon Do*
Tennis
Volleyball
Water Safety Instruction*
Waterskiing*
Weight Training
Windsurfing*
Varsity Sports
*Fee Courses

INTRAMURAL ACTIVITIES

The Rollins College Intramurals Program affords an opportunity for all students to participate voluntarily in competitive sports of their choosing. These activities are carried on in addition to the regular classes scheduled in Physical Education.

For the Men: Teams representing fraternities, freshmen, independents, special groups, off-campus students, faculty, current graduate students, and administrative staff compete. A trophy is awarded to the team receiving the greatest number of points during the college year. Sports include basketball, flag football, golf, sailing, soccer, softball, swimming/diving, table tennis, tennis, track and field, and volleyball.

For the Women: Teams representing sororities, independents and off-campus students compete. A trophy is awarded to the group receiving the greatest number of points during the college year. Sports include basketball, bowling, golf, sailing, softball, swimming/diving, table tennis, tennis, track and field, and volleyball.

Other recreational coed activities include: basketball, flag football, soccer, swimming, track and field, and volleyball.

Recreation

Sports are a significant part of life at Rollins, and students have the opportunity to become involved in a variety of athletic activities. The athletic program encourages individual participation in thirteen intercollegiate sports. This includes baseball, basketball, crew, cross country, golf, sailing, soccer, softball,

tennis, volleyball, waterskiing, women's soccer (a club sport), and swimming (a club sport).

The Enyart Alumni Field House contains basketball courts, volleyball courts, a weight room, dressing rooms, a training room, a classroom, and Department offices. Other facilities include Alford Boathouse, Bradley Boathouse, Alford Pool, Alford Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts. These facilities are available to students at designated times.

Physics

Carson (Chair)
 Alman
 Griffin

Littlewood
 Ross

The student with an interest in Physics has several options in choosing a course of study. If a student anticipates a professional career in Physics, then s/he should plan a strong program in both Physics and Mathematics. If a career in engineering is desired, the student can major in Physics for the first three years at Rollins and then transfer to one of the engineering schools with which Rollins participates in a 3-2 program. For further information on these 3-2 programs, contact Robert G. Carson, Coordinator.

The required courses for a major in Physics are:

C 120; C 121 General Chemistry I and II

M 111; M 112 Calculus I and II

M 211 Calculus III

M 212 Ordinary Differential Equations

P 201; P 202; P 203 Principles of Physics I and II and III

P 308 Mechanics

P 314; P 315 Electromagnetic Theory I and II

P 316 Electronics Laboratory I

P 401 Advanced Laboratory Practice I

P 411 Modern Optics

P 451 Quantum Physics I

P 498 Physics Seminar

Students who wish to continue Physics in graduate School should also consider the following electives:

C 305 Physical Chemistry

P 402 Advanced Laboratory Practice II

P 452 Quantum Physics II

It is extremely important that the student take the calculus sequence *M 111-M 112* and the calculus-based physics *P 201* in the freshman year. A stronger student can also take the chemistry sequence *C 120-C 121* in the freshman year; otherwise it should be taken in the sophomore year.

A student intending to transfer to an engineering school via the 3-2 program must complete all required courses for a physics major as listed above except for the 400-level courses.

A minor in Physics requires the following courses:

P 201; P 202; P 203 Principles of Physics I and II and III

P 308 Mechanics

P 314 Electromagnetic Theory I

P 316 Electronics Laboratory I

P 498 Physics Seminar

P 401 Advanced Laboratory Practice I (taken concurrently with either

P 411 Modern Optics or *P 451 Quantum Physics I*

Course of Study

P 101 Evolution of the Solar System [1 C.U.]: A course in the evolution of the solar system beginning with the observational evidence about the physical characteristics and motions of the planets and the nature of their satellites. Various models are considered for the origin and evolution of these objects into their present-day forms. Recent Voyager data is incorporated into this analysis.

Ross

P 103 Evolution of Stars [1 C.U.]: A study of the evolution of stars starting with the observational facts about single stars, double stars, and star clusters. Their characteristics are organized into relationships which allow determination of how these objects have changed into their present-day form, and what eventually happens to different types of stars as they become white dwarfs, neutron stars, and black holes.

Ross

P 105 Evolution of the Universe [1 C.U.]: A study of the nature and evolution of the universe. After examining the characteristics of galaxies, the red-shift and Hubble relationship, and the nature of quasars, various modern cosmological models are considered in an attempt to understand how the universe has changed into its present state.

Ross

P 108 Nuclear Power, Nuclear Arms, and Nuclear War [1 C.U.]: A study of the impact of nuclear energy in today's technological world. Concepts of physics are presented in the context of topics such as nuclear power plants, nuclear weapons, and nuclear war. Both sides of controversial issues are presented. Only high school math is used and no prior knowledge of physics is assumed. Designed for the non-science major.

Carson

P 110 Energy: An Introduction to Physics for Non-Scientists [1.5 C.U.]: An introduction to the basic concepts of physics with applications to energy and energy technologies. The course shows science as a creative, human activity, and provides an understanding of principles necessary to make decisions about energy alternatives. It emphasizes how a few physical concepts can explain complex interrelationships between various forms of energy. Topics include: the physical basis for energy, heat engines, electrical power, fossil fuels, solar energy, and nuclear energy. Designed for the non-science major. Laboratory required.

Griffin

P 112 Astronomy [1.5 C.U.]: A descriptive approach to astronomy covering the characteristics and evolution of the solar system, structure and properties of stars and galaxies, and the evolution of the universe. One formal observing session each week for

constellation and star identification, binocular, and telescopic observations. Suitable for non-majors. Laboratory required.

Ross

P 114 Contemporary Physics [1.5 C.U.]: An introduction to physics and its many applications, such as nuclear and solar power, satellites and space probes, and lasers and relativity. The course explores the basic ideas of number, space, time, motion, and mass. Laboratory exercises are designed to give experience with some of the fundamental concepts and applications of physics. Designed for non-science majors. *Prerequisite:* high school algebra. Laboratory required.

Littlewood

P 120 General Physics I [1.5 C.U.]: An introduction to physics for all students interested in science and undecided students who wish to see what a physical science offers. Interactive teaching and learning are stressed in all meetings, including experimental laboratory work. Topics include motion, forces, work, energy, waves, and conservation laws. The conceptual ideas of physics as well as an analytical understanding via problem solving are the goals of this course. *Prerequisite:* high school algebra.

Carson/Alman

P 121 General Physics II [1.5 C.U.]: This second term of introductory physics. This course covers topics such as electric and magnetic forces and energies, electric circuits, optics, and the foundations of modern physics including relativity as well as atomic and nuclear physics. *Prerequisites:* **P 120** and **M 110**, **M 111**, or equivalent. Laboratory required.

Carson

P 201 Principles of Physics [1.5 C.U.]: An analytical approach to introductory classical physics. Topics include: translational and rotational motion, forces in nature, conservation principles of momentum and energy, harmonic motion, and waves. Calculus is used where needed to clarify concepts. Logical reasoning and problem solving in the above areas are stressed. Designed for Physics, Mathematics, Pre-engineering, and Chemistry majors. *Prerequisites:* high school physics, and **M 110** or **M 111**. Laboratory required.

Alman

P 202 Principles of Physics II [1.5 C.U.]: A continuation of introductory classical physics covering: electrostatics, direct and alternating currents, electric and magnetic fields, and wave motion. Continued use of calculus where necessary. *Prerequisite:* **P 201**. Laboratory required.

Littlewood

P 203 Principles of Physics III [1.5 C.U.]: The conclusion of introductory physics with calculus. Topics include: geometrical and physical optics; quantum phenomena; atomic, nuclear, and high-energy physics. *Prerequisite:* **P 202**. Laboratory required.

Littlewood

P 308 Mechanics [1 C.U.]: A theoretical introduction to particles, systems of particles, and rigid bodies through the use of Newtonian, Lagrangian, and Hamiltonian

Mechanics. Microcomputers are used for experimental interfacing and simulations. *Prerequisites: P 202 and M 212.* Laboratory required.

Carson

P 314 Electromagnetic Theory I [1 C.U.]: A vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. The application of advanced mathematical techniques particularly solutions to Laplace's equation, vector analysis and multipole approximations is emphasized. *Prerequisites: P 202 and M 212.*

Carson

P 315 Electromagnetic Theory II [1 C.U.]: A study of time-varying phenomena, including electromagnetic radiation and its propagation. The course concludes with the classical relativistic field theory of electromagnetism. *Prerequisite: P 314.*

Griffin

P 316 Electronics Laboratory I [1 C.U.]: A study of the principles of operation of analog and digital circuits. A variety of scientific applications is used to illustrate the fundamentals of electronic circuit theory and design. *Prerequisite: P 121 or P 202.*

Alman

P 401-402 Advanced Laboratory Practice I and II [.5 - 1 C.U.]: Laboratory courses emphasizing techniques in doing experimental work in laser physics, spectroscopy, and selected parts of advanced optics, atomic and nuclear physics. *Prerequisite: P 314. Corequisite: P 411 or P 451 with P 401; P 452 with P 402.*

Alman

P 411 Modern Optics [1 C.U.]: A course in physical optics which includes coherence and interference, Fraunhofer and Fresnel diffraction, spectroscopy, and polarization. *Prerequisite: P 314. Corequisite: P 401.*

Alman

P 451-452 Quantum Physics I and II [1 C.U.]: **P 451** includes: early atomic models, wave aspects of particles, the Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound state systems. **P 452** considers: applications of quantum mechanics to atomic physics, solid state physics, and nuclear physics. It includes elementary perturbation theory, the theory of angular momentum and spin, and quantum statistics. *Prerequisite: P 308 and P 314. Corequisite: P 401 with P 451; P 402 with P 452.*

Littlewood

P 498 Physics Seminar [.5 C.U.]: A study of the evolution of physics and its place in modern society. Selected readings from the classical literature and current journals leading to oral and written presentations for class discussion. *Prerequisite: junior/senior status; Physics and Pre-engineering majors.*

Carson

P 499 Independent Study [.5 - 1 C.U.]: A study by the PSI method of a topic selected from the areas of astrophysics; atomic or nuclear physics, statistical mechanics, relativity, solid state physics, or quantum mechanics.

Staff

Politics

Greyson (Chair)
D. Davison
J. Davison
Foglesong

Jackson
Lairson
Valdes

The study of Politics involves an examination of the origin, evolution, and decline of political order and government. Students of Politics are interested in governmental institutions, how political decisions are made, the substance of those decisions, and the political resolution of societal conflicts. In addition, political scientists are also concerned with the fundamental question of how societies ought to be constituted.

There are many subfields which attempt to translate these concerns into practical knowledge. These include: Political parties and voting behavior, interest groups, bureaucracies, international politics and foreign policy, executive politics and legislative behavior, political socialization, personality and politics, political culture and ideology, revolution, comparative politics, court systems and constitutional law, political philosophy, and policy analysis.

The study of Politics has value in at least two ways. First, the politicization of contemporary society demands that informed and educated persons be knowledgeable about political processes. Second, there are several careers for which an extensive training in Politics can be most useful. Those include: higher education, the legal profession, state and local government, urban planning, the federal government, journalism, or any of the increasing number of quasi-public organizations seeking to monitor or influence public policy.

Requirements for the Major in Politics

Majors in Politics must complete 12 courses including 4 core courses. The core courses are: *PO 100, Introduction to Comparative Politics*; *PO 130, Introduction to International Politics*; *PO 160, Introduction to American Politics*; and *PO 120, Problems in Political Thought*. In addition, the major is required to take 4 distribution courses at the 300 and 400 level, divided in the following manner: one course in the Comparative Politics sub-field, one course in the International Politics sub-field, one course in the American Politics sub-field; and one course in the Political Theory sub-field. In each case, the relevant core course is prerequisite to the corresponding upper-division course. For example, *PO 160* is prerequisite to all upper-division courses in American Politics. The remaining 4 elective courses must be taken within the

Politics Department. At a minimum, one-half of the elective courses must be at the upper division (300 or 400) level.

Requirements for the Minor in Politics

Students electing to minor in Politics should take any 3 of the core courses and the corresponding upper-division course.

Special Programs

WASHINGTON SEMESTER PROGRAM

A select number of students, normally juniors, have an opportunity to spend a semester in Washington studying public affairs. The Washington Semester program, of which Rollins is an affiliated institution, is a cooperative arrangement with American University (see section in Special Curricular Opportunities).

Participants in the Program may select from separate programs in American politics, journalism, justice, foreign policy, peace and conflict resolution, economic policy, and art and architecture. Full-time faculty from American University direct the individual programs.

While enrolled in the Washington Semester Program the students are accommodated at American University. They have full access to all library, cultural, and recreational facilities on the campus. For additional information, contact Professor Richard Foglesong.

INTERNATIONAL RELATIONS PROGRAM

The International Relations Area Studies Major is designed to give students exposure to the multi-disciplinary aspects of international life. While it is not directly vocational in nature, the International Relations major prepares students for graduate work and for careers in international business and the foreign service. For further information, see Professor Tom Lairson.

REQUIREMENTS FOR THE MAJOR IN INTERNATIONAL RELATIONS

A student with an Area Major in International Relations is required to take courses in four areas: Politics, Foreign Languages, History, and Economics. All students must take five approved courses in Politics. Students must also take three approved courses in each of the other areas. Additionally, students will complete a senior project or seminar equivalent to two courses. At least half of the coursework must be at the upper division (300-400) level.

Course of Study

AMERICAN POLITICS

PO 160 Introduction to American Politics [1 C.U.]: An analysis of the dynamics of American politics, focusing on questions concerning the underlying principles and institutions of American political life, the relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, and participation. Attention is paid to the problems America faces as a liberal capitalist state. Suitable for non-majors.

D. Davison/Foglesong/Greyson

PO 241 Political Leadership [1 C.U.]: An examination of the role and importance of political leadership, focusing on the local leadership process in contemporary America. The course considers the importance of leadership in determining the character of government policies, the way political leaders organize and mobilize people to obtain collective goods, how and why certain economic and occupational sectors are more likely to spawn political leaders, and the evaluation of leadership as helpful or harmful to the local community. Suitable for non-majors. Alternate years.

Foglesong

PO 324 Public Policy Analysis [1 C.U.]: An introduction to several different formal techniques for analyzing problems in public policy. The course examines several public policy areas including civil rights, discrimination, voting rights, and crime. The logic of each policy goal and the problems associated with achieving success in those policy areas are also reviewed. The analysis of these policy problems is conducted, in part, through computer applications. No background in public policy, politics, computer usage, or statistics is required. Alternate years.

D. Davison

PO 327 Urban Policy Analysis [1 C.U.]: This course will address the dilemmas of urban problem solving, focusing on the problems of fast-growing urban areas. We will explore such issues as transportation, education, land-use planning, urban finance, and growth-management. In these and other areas, we will examine the merits of alternative policy responses, as well as the forces that influence policy making.

Foglesong

PO 343 The American Presidency [1 C.U.]: An examination of the function and operation of the presidency in the American political system. The course investigates the logic and impact of the constitutional design upon the office including the sources of power and constraint on the President. It also examines the development of the presidency from its early stages through the era of an "imperial" presidency and into its "post-modern" (contemporary) status. Finally, it focuses on the relationship between the president and other major actors such as the Congress, the bureaucracy, and interest groups. Alternate years. Offered in 1991-92.

D. Davison

PO 346 Voting and Elections [1 C.U.]: An investigation of the major determinants of electoral behavior in the United States. The course focuses on models of voting behavior such as rational, contextual, retrospective, and economic explanations for voting. It

also analyzes contemporary trends in popular participation as well as the effects of media and money on election outcomes. Finally, it considers the effects of media and money on election outcomes, and how contemporary elections satisfy the requirements of representative democracy. Alternate years.

D. Davison

PO 353 Foreign Policy of the U.S. [1 C.U.]: An examination of the process, policy, and product of U.S. foreign relations. The course studies the various important forces which influence America's foreign affairs, and examines to what extent policy is reactive. It also analyzes the decision-making power of interest groups, the Congress, the president, and the bureaucracy. Key areas studied include nuclear security and arms control, trade relations, foreign aid, the Cold War and detente, NATO, and North-South issues. Alternate years.

D. Davison

PO 361 Sunbelt Politics [1 C.U.]: An examination of urban politics in the United States. The course addresses the effects on urban politics of the decline of community in American cities, the inequality of power among urban groups, and the character of the local and regional economy. Attention is given to the problems of economic decline in Frostbelt cities and of controlling growth in Sunbelt cities. Orlando is used as an example of the latter. *Prerequisite:* PO 160 or consent.

Foglesong

PO-ES 362 Environmental Politics: See description listed under ENVIRONMENTAL STUDIES.

PO 363 American Public Policy [1 C.U.]: An examination of the problems, dilemmas, and methods of public policy making in the United States. Topics considered are: the relationship of politics and markets, the reasons for government intervention in the economy, and the conflict surrounding policy implementation. Attention is given to arguments for and against government planning. The focus of the course is on the problem of deindustrialization and efforts to formulate an industrial policy in the U.S. *Prerequisite:* PO 160. Alternate years.

Foglesong

PO 365 Power in America [1 C.U.]: An examination of the processes by which political power is created and maintained in the United States. Topics include: political parties and the formation of political coalitions, the role of interest groups including differences in political interests within American capitalism, how economic change and international politics help to destroy and create political coalitions, the nature of political and economic elites in the U.S., methods for maintaining political power, and the role of the state in supporting and strengthening capitalism. *Prerequisite:* PO 160. Alternate years.

D. Davison/Foglesong/Greyson

PO 382 Constitutional Law I: The Powers of the National Government [1 C.U.]: A study of the development of the basic tenets of American constitutional law, regarding the powers of the national government. Based on analyses of major decisions of the

United States Supreme Court, the course addresses such topics as judicial review, federalism, separation of powers, national authority over commerce, and the constitutional protection of property. *Prerequisite:* PO 160 or consent. Suitable for non-majors.

Greyson

PO 383 Constitutional Law II: Individual Rights and the Constitution [1 C.U.]: A study of the development of the basic tenets of American constitutional law regarding freedom, equality, and individual rights. Based on analyses of major decisions of the United States Supreme Court, the course addresses such topics as the rights of property, due process and the rights of the criminally accused, freedom of religion, freedom of expression, equal protection of the law, and the right of privacy.

Greyson

PO 462 Capitalism and the Democratic State [1 C.U.]: An examination of the relationship between capitalism and the democratic state in advanced capitalist societies. The central problems of the course are how capitalism and democracy coexist: how the capitalist nature of society conditions the functioning of the state, how the democratic nature of the state constrains its capacity to meet the needs of the capitalist economy, and how the tension between capitalism and democracy is resolved in practice. The core readings are drawn from recent Marxist literature on the state. *Prerequisite:* PO 160, PO 233. Alternate years. Offered in 1991-92.

Foglesong

PO 481 Seminar in American Politics [1 C.U.]: An advanced seminar in which major competing interpretations of American politics and the American polity are examined. *Prerequisites:* completion of core and distribution courses in American Politics and consent.

Foglesong

POLITICAL THEORY

PO 120 Problems in Political Thought [1 C.U.]: An examination of several classic issues and problems of political theory, including authority, legitimacy, power, democracy, ideology, equality, and political obligation, in relationship to a study of the major political thinkers in Western history. Suitable for non-majors.

Greyson

PO 220 Women and Politics [1 C.U.]: An examination of the growth of the women's movement in the context of changing perceptions of women and their place in the community. This course covers the changing status of women and its effects on the relationships between men and women, parents and children, and the family and community. Readings on the women's movement, feminist thought, and the history of women address these issues. Suitable for non-majors. Alternate years.

Greyson

PO 320 The Woman Question [1 C.U.]: An examination of the differing views of women and public life. The course reviews the role of women in the largest political community and the consequences of taking on an expanded political role. The classical writings of Aeschylus and Plato to the contemporary writings of feminists such as Adrienne Rich are discussed.

Greyson

PO 390 Classical and Republican Political Theory [1 C.U.]: A course analyzing the classical and republican traditions of political philosophy. Through a review of the major works of Thucydides, Plato, Aristotle, and Machiavelli, the basic issues and problems raised by pre-modern political thought are addressed. The course pays particular attention to the themes of justice, citizenship, equality, participation, civic education, public virtue, and private liberty. *Prerequisite*: PO 120, one PH course, or consent. Alternate years. Offered in 1991-92.

Greyson

PO 391 Modern Political Theory [1 C.U.]: An examination of the political thought of the modern world, focusing on such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. The course addresses questions about freedom, equality, revolution, private property and public justice, the origins of the state, and the purposes of political life. *Prerequisite*: PO 120, one PH course, or consent. Alternate years. Offered in 1991-92.

Greyson

PO-H 392 Development of American Political Culture [1 C.U.]: A study of American political culture through the origins and historical development of ideology in the United States. This course analyzes the relationship between republicanism and liberalism as the core of American political thought and culture. This theme is explored through an examination of the following concepts: human nature, individualism, civic virtue, the public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and the marketplace, success, progress, and Social Darwinism. *Prerequisite*: H 242, PO 120, or H 200, or consent. Suitable for non-majors. Alternate years.

Greyson/Williams

PO 497 Seminar: Political Theory [1 C.U.]: A seminar on contemporary political thought. The course explores issues of concern to modern thinkers such as Hannah Arendt, Herbert Marcuse, and John Rawls. *Prerequisites*: PO 120 and distribution requirement in Politics.

Greyson

PO 398-399 Independent Study

PO 498-499 Independent Study

COMPARATIVE POLITICS

PO 100 Introduction to Comparative Politics [1 C.U.]: An introduction to the basic elements of politics and to the ways in which the political process is carried out. A comparison of the environment, structure, and process of politics in different nations of the world. Current political issues will be considered only for purposes of illustration. Suitable for non-majors.

J. Davison/Valdes

PO 301 Revolution in the Modern World [1 C.U.]: The theory and analysis of revolution as part of the politics of violence. Topics considered include the meaning, dynamics, rationale, and the goals of revolution. *Prerequisite: PO 100 or consent.* Alternate years.

Valdes

PO 302 Politics in the Third World [1 C.U.]: General patterns of political life of two-thirds of humanity in such developing areas as Africa, Asia, and Latin America. *Pre-requisite: PO 100 or consent.* Alternate years. Offered in 1991-92.

Valdes

PO 311 Authoritarianism: Right and Left [1 C.U.]: A descriptive analysis by the comparative method of contemporary types of authoritarian political systems with special emphasis upon Communist and Fascist variants. *Prerequisite: PO 100 or consent.* Alternate years.

Valdes

PO-LC 312 Problems of Latin America [1 C.U.]: A comparative analysis of the basic problems in the contemporary politics of selected Latin American nations. The focus of the course alternates among different sets of nations or regions depending upon current interest. Alternate years.

Valdes

PO 321 The Politics of Latin America [1 C.U.]: A study of Latin American politics including the problems of underdevelopment, cultural traditions and socioeconomic conditions of the region, and major approaches and techniques that have been employed in the study of this political experience. Emphasis is on the problem of winning and maintaining political power, and bringing about change in Latin American political systems. Alternate years. Offered in 1991-92.

Valdes

PO 336 Post Communist Systems [1 C.U.]: An analysis of the relationship between the Soviet socio-economic system and Soviet domestic policies. It examines various factors affecting policy, including economic resources, multi-nationalism, history, and ideology. The course attempts to identify the goals of the Soviet political system, as well as the constraints and demands which influence policymaking. *Prerequisite: PO 100.* Alternate years.

J. Davison

PO 358 West European Government and Politics [1 C.U.]: A study of the various characteristics and patterns of society, politics, and government in Western Europe. The course analyzes the goals, policies, institutions and efficacy of the democracies of Europe. It examines issues of importance, including: the crisis of democracy, the funding of the welfare state, the prospects for uniting Europe, and the future of the NATO alliance. *Prerequisite: PO 100.* Alternate years. Offered in 1991-1992.

J. Davison

PO 370 Comparative Modern Ideologies [1 C.U.]: A study of the role of ideologies in politics and the relationship between ideology and the functions of the state and government. Major issues examined include whether ideologies are a source of political

power and whether ideologies currently are in decline. Modern ideologies studied are Liberalism, Conservatism, Christian Democracy, Socialist Democracy, Communism, Fascism, and Nationalism. *Prerequisite: PO 100.* Alternate years. Offered in 1991-92.

J. Davison

PO 378 Politics of China [1 C.U.]: This course examines the political system in China. The course focuses upon the current period in which the economic and political goals of the Communist Party produce policy conflicts. The tension between central and local interests is highlighted. The developing roles of the military and civil society also are analyzed.

Staff

PO 384 East Asian Politics [1 C.U.]: This course presents a comparative analysis of the political systems of East Asian states, including China, Vietnam, Japan and the Koreans. Additionally, the course examines key regional issues and the role of East Asia in the post Cold War global order.

Staff

PO 422 Seminar in Comparative Politics [1 C.U.]: An advanced seminar in comparative politics. Students are guided in conducting, preparing, presenting, and writing a research paper. Progress reports, outlines, bibliographies, and oral presentations are also required. *Prerequisite:* completion of core and distribution courses in Comparative Politics, and consent.

Valdes

INTERNATIONAL POLITICS

PO 130 Introduction to International Politics [1 C.U.]: An analysis of the basic concepts of international politics, including decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. These are discussed in the context of an examination of the history of international politics in the twentieth century. Attention is given to World War I, the inter-war years, the Cold War, international economic issues, and Chinese American relations. Suitable for non-majors.

Lairson

PO 132 World Issues of our Times [1 C.U.]: A survey of contemporary worldwide concerns seeking to clarify and advance possible solutions of international problems through a decision-making and valuational approach. Informed opinions are developed on such issues as East-West and North-South relations, overpopulation, hunger, underdevelopment, terrorism, and war. The core text is the yearly Foreign Policy Association's *Great Decisions*. Suitable for non-majors. Alternate years. Offered in 1991-92.

Valdes

PO 331 International Political Economy [1 C.U.]: An examination of the political foundations of the international economic system. Topics include the development of an international monetary system, the multinational coordination of economic policy, the functions of international economic organizations, the role of multinational corporations, energy and international politics, and the problem of economic development,

exploitation, and dependence in the Third World. *Prerequisite: PO 130.* Alternate years. Offered in 1991-92.

Lairson

PO 334 Political Economy of Japan [1 C.U.]: An overview of the historical origins, development, and contemporary arrangements of Japanese political economy from the Meiji Restoration to the present. The major topics of the course include: the 19th century commitment to economic modernization and national independence, military expansion, the relationship with the United States, and the complexities of the relationship of the Japanese state with the economy.

Staff

PO 340 Soviet Foreign Policy [1 C.U.]: An examination of the tactics and goals of current Soviet foreign policy. The course analyzes the motivations for Soviet behavior toward its allies, NATO, and the Third World. It also attempts to assess whether the USSR is an ideologically-committed, revolutionary state, or a superpower interested in the maintenance of the status quo. *Prerequisite: PO 130.* Alternate years. Offered in 1991-92.

J. Davison

PO 351 National Security Policy [1 C.U.]: An analysis of the politics and processes associated with defense and national security policy in the United States. Topics covered are nuclear weapons policy, including force levels, deterrence, strategic theory, and calculations of the strategic balance; deployment and use of conventional forces; political economy of defense budgets; international economic security; and the utility of military force in achieving foreign policy objectives. *Prerequisite: PO 130.* Offered in 1991-92.

Lairson

PO 352 International Law [1 C.U.]: A survey of the nature, sources, and application of international law. The role of law in structuring the relationships among states is given consideration—particularly when it involves questions of conflict. Case studies of significant international events are utilized. *Prerequisite: PO 130 or consent.* Alternate years. Offered in 1991-92.

Valdes

PO 355 Transnational Corporations [1 C.U.]: An examination and analysis of international affairs from 1968 to the present, focusing on superpower relations. Topics include the origins and decline of detente, U.S.-Soviet-Chinese relations, alliance politics, the world military balance, competition and conflict in the Third World, and the transformation of the international economy. *Prerequisite: PO 130.*

Lairson

PO 393 Vietnam War [1 C.U.]: An examination of the conflicts in Vietnam from 1945 through 1975. The course considers the sources of conflicts, the history of their development, and evaluations of the outcomes. Topics include the impact of French colonialism, peasant revolution, Vietnamese communism, nationalism, American intervention, controlled escalation, counter-insurgency warfare, Vietnamese politics, negotiations, and the role of the Soviet Union and the Chinese. A broad range of literature

Courses of Instruction

is reviewed, focusing on an analysis and assessment of the major events. *Prerequisite:* PO 130. Alternate years.

Lairson

PO 453 Seminar in International Politics [1 C.U.]: An examination of a specific problem or issue associated with contemporary international relations. The topic varies and may include Soviet foreign policy, Chinese foreign policy, nuclear weapons and foreign policy, or the politics of complex interdependence. A variety of interpretations of the topic are discussed in a seminar environment. *Prerequisite:* completion of core and distribution requirements in International Politics, and consent.

Lairson

Psychology

Ruiz (Chair)
Carnahan
Farkash
Houston

Ray
Smither
Upson
Wruble

The Psychology program attempts to reflect the breadth, excitement, and rigor involved in the scientific inquiry into human behavior and experience. In an attempt to serve the varied and specialized interests of each student majoring in Psychology, the department faculty have developed the following objectives:

- 1) To meet the needs of students who desire exposure to the unique ways of thinking about the human condition offered by Psychology, but who do not have an interest in pursuing the field in depth for any directly-applied purpose;
- 2) To meet the needs of students who are pursuing related fields of academic study and/or professional intent where some knowledge of Psychology is appropriate (such as business administration, education, religion and philosophy, sociology, anthropology, creative writing, health sciences, or law);
- 3) To meet the needs of those who are interested in careers where graduate school may or may not be a prerequisite, but where Psychology clearly applies as an appropriate or relevant major (such as personnel, secondary teaching, vocational and educational guidance or similar "helping" professions, special education, early childhood education, day-care work, etc.); and
- 4) To meet the needs of those seriously pursuing a graduate-based career in professional Psychology (such as college-university teaching, research, clinical, an industrial psychology, etc.)

We strongly encourage students to see a departmental adviser as early as possible in the development of their programs. This assures that the long-term planning of course selections will best serve the personalized needs of each student. In some cases, we will advise independent research, supervised internships, and reading courses. In other cases, offerings from other departments might be selected as integrated supplements to a well-designed program. In still other cases, the offerings of structured topical courses within the Department will be deemed most appropriate and totally adequate for the educational needs of the individual. Because of the structure of the Psychology major, students wishing to transfer to Rollins in their senior year should expect to spend at least 2 years in the Rollins program to complete major requirements.

Requirements for the Major in Psychology

1. CORE COURSES

PY 101 Introduction to Psychology

Two 200-level laboratory courses, plus

PY 265 Descriptive Methods and Statistics

PY 361 Experimental and Statistical Analysis

The core courses serve as a combined prerequisite for all 300- and 400-level Psychology courses.

2. SEVEN ADDITIONAL PSYCHOLOGY COURSES, AT LEAST 5 OF WHICH MUST BE 300- OR 400-LEVEL COURSES

The selection of upper-division courses is determined by whether or not the student is seeking recommendation to graduate school. For Psychology majors who do not want graduate recommendation, the 5 upper-division courses may include any courses for which they meet prerequisite requirement. Psychology majors seeking graduate recommendations are required to take *PY 361 Experimental and Statistical Analysis*, and *PY 310, Psychopathology*, in their junior year as prerequisites for subsequent 400-level requirements. At the 400-level, students have the option of taking 2 or 3 of the following courses of study, all of which are 2 semester sequences.

1) *PY 420-421 Clinical Psychology*, or

2) *PY 450 Behavioral Technology: Theory and Applications* (PSI) (1 semester) and

PY 474 Advanced Developmental

3) *PY 480-481 Senior Research Seminar*

Requirements for the Minor in Psychology

Students wishing to minor in Psychology should follow the same sequence as that described above for majors, except that 8 courses will be required, 4 or which will be on the 300-400 level.

Course of Study

PY 101 Introductory Psychology [1 C.U.]: An introductory survey of the major topical areas in psychology including: physiological, sensation perception, developmental, learning, information processing, motivation, social, personality, psychopathology, and research methods. Team taught.

Staff

PY 190 Psychology of Adjustment and Stress Management [1 C.U.]: A study of stress and coping, bridging the gap between current research and clinical treatment. The focus is on helping the individual cope better with stress. Issues include: assessment, treatment guidelines and techniques, effects of motivation to assume control of stressors, and the physiology of stress. Students undergo a variety of stress reducing experiences (e.g., meditation, progressive relaxation, autogenic training, hypnosis, bio-feedback, etc.) and improve coping skills. Not open to students who have taken either The Art and Science of Relaxation or Stress Management (see winter term catalogue).

Farkash

PY 211 Social Psychology [1 C.U.]: A course presenting a broad account of how social psychologists attempt to understand one's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Topics include: conformity, interpersonal attraction, prejudice, prosocial behavior, aggression, group decisions, and attitude change. Attention is given to topics such as advertising, law, and indoctrination.

Staff

PY 217 Psychology of Drugs and Addictions, with Laboratory [1.5 C.U.]: A study of chemical addiction (drugs and alcohol) to determine if addiction or reliance on chemicals is a disease or an expression of the individual's efforts to adapt to inner needs and external pressures. The course attempts to develop an understanding of the effects of alcohol and other psychoactive drugs, as well as who uses them and why.

Ruiz

PY 221 Perspectives in Psychology [1 C.U.]: A course reviewing a particular topic from the psychological perspective. Examples are depression and suicide, and drugs and addictions. Suitable for non-majors. May be repeated for credit.

Staff

PY 238 Developmental Psychology, with Laboratory [1.5 C.U.]: An introduction to the study of human growth and change. Topics include: prenatal development, cognitive development, infant attachment, personality/social development, and language acquisition. These topics form a basis for a discussion of the major theories of human development including cognitive-developmental, social learning, and psychoanalytic models. Three hours per week in the Child Developmental Center is required.

Carnahan

PY 254 Personality [1.0 C.U.]: A study of traditional and contemporary theories concerning the ways in which individuals organize their personal and social selves. Psychoanalytic, behavioral, phenomenological, and factor-analytic approaches are presented. Focus is placed upon the use of autobiographical data for understanding one's own personality. *Prerequisite:* PY 101 or consent.

Smither/Upton

PY 261 Learning, with Laboratory [1.5 C.U.]: An introduction to the fundamentals of behavior acquisition and modification. This course surveys the basic behavioral principles of reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasis is placed upon total competence learning, thus requiring the student to advance beyond the learning stages of recognition and recall. *Prerequisite:* PY 101.

Ray/Ruiz

PY 265 Descriptive Methods and Statistics, with Laboratory [1 C.U.]: An introduction to the basic statistical methods used in psychology. This course surveys the application of descriptive and inferential statistical analysis. Topics include: frequency distributions, transformed scores, the normal curve model, linear correlation and prediction, and hypothesis testing using the analysis of variance.

Houston/McIntire/Ray

PY 306 Tests and Measurements [1 C.U.]: A course considering the methods in which tests are developed and administered, as well as their role in society as a whole. Topics covered include: achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational interest testing.

Smither

PY 310 Psychopathology [1.5 C.U.]: A discussion of psychological/psychiatric disorders as presented in DSM III. Major diagnostic categories, treatment procedures, and diagnostic instruments are discussed. Laboratory experiences are arranged to acquaint the student with a variety of institutional settings. Focus is directed toward treatment procedures as well as vocational opportunities for those seeking future employment. This course is a prerequisite for **PY 420/421 Clinical Psychology I/II**.

Upson

PY 315 Topics in Psychology [1 C.U.]: An advanced exploration of theory and research in selected areas of psychology. Topics vary. Examples are neuropsychology, and industrial and organizational psychology. May be repeated for credit.

Staff

PY 317 Group Dynamics [1 C.U.]: A course focusing on the psychological processes that occur in groups. Areas covered include: group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups.

Houston/Smither

PY 338 Clinical Assessment Procedures [1 C.U.]: An introduction to principles of psychological testing and evaluation as clinical measures of understanding a given individual. Attention is directed to: the referral setting, interrelationships between test scores, consulting outside sources, the role of the clinician, interpreting test data, integrating the client's history with observations, and age considerations affecting interpretation of test data. This course attempts to establish the elusive connection between the results of psychological testing and psychotherapy. Alternate years. Offered in 1992-93.

Farkash

PY 347 Modern Psychology: History and Systems [1 C.U.]: A study of the continuous development and decline of different systematic positions within psychology since its formal establishment as a separate discipline in the nineteenth century. The course examines how each system emerged from the existing order, and how each inspired a new point of view that eventually either replaced or supplemented the older system. Each position is discussed in terms of its historical antecedents or precursors, formal

founding and development, and later influence extending to contemporary psychological systems.

Ruiz

PY 361 Experimental and Statistical Analysis, with Laboratory [1.5 C.U.]: An introductory survey of different topical research areas in experimental psychology. The course covers each area's specialized laboratory techniques, methodology, and appropriate (descriptive and/or inferential) statistical analysis. This is a seminar which integrates a continuing laboratory project with the substantive content being discussed.

Prerequisite: Psychology major and completion of core courses.

Houston/Ray

PY 420-421 Clinical Psychology I and II [1.5 C.U. each]: An account of psychotherapy in practice. An introduction to theory, thinking processes of psychotherapists, and intervention strategies. Experience is arranged for supervised field work in a local agency, hospital, or mental health center. Key developments in clinical psychology studied and highlighted. *Prerequisite:* PY 310.

Farkash

PY 450 Behavioral Technology: Theory and Applications [1.5 C.U.]: A practicum experience in the applications of behavioral technology to education. Students are assigned as peer tutors in PY 101. Responsibilities include: the application of behavioral technology to student learning, administering personalized performance sessions, evaluating performance, and helping to ensure mastery learning. Laboratory supervision meetings are coupled with discussions which examine theoretical issues in behavioral control and the implications of applying behavioral technology to influence human behavior.

Ruiz

PY 474 Advanced Developmental Psychology [1.5 C.U.]: An in-depth survey of new directions in developmental psychology. Topics include: cognitive development, attachment theory, methodological advancements, moral development, and personality development. Students spend three hours weekly with young children learning how to program for their individual needs.

Carnahan

PY 480-481 Senior Research Seminar [1.5 C.U.]: An integrative synoptic course designed to bring the various and diverse approaches in psychology together for contrast and comparison. Both clinical and research branches of psychology are considered. Student directed and conducted research projects in a variety of settings including the community or laboratory.

Staff

Sociology

Van Sickle (Chair)
Glennon

Royce

The Sociology program is designed to provide an understanding of human societies for students desiring a liberal-arts education as well as those preparing for graduate study in sociology or related professional fields. With the departmental adviser's assistance, the student may elect a course of study that provides a foundation for a variety of occupations. In addition to their opportunity to participate in the Department's Honors Degree Program, qualified students may be invited to work with the faculty in internships and independent study projects.

Requirements for the Major in Sociology

A major in sociology requires a minimum of 12 courses, at least 8 of which must be taken at Rollins. Because the department relies heavily on advising for program direction, majors must choose an adviser in the department. After a student has entered Rollins, all core courses must be taken at Rollins College.

Each student must complete the following *four* core courses:

SO 101 The Sociological Perspective

Choose one of three:

SO 307 Medical Sociology (To be taken in Fall of Junior Year)

SO 325 Political Sociology (To be taken in Fall of Junior Year)

SO 355 Race & Ethnic Relations (To be taken in Fall of Junior Year)

SO 335 Social Inquiry (To be taken in Spring of Junior Year)

SO 343 Social Stratification (To be taken in Fall of Junior Year)

The student is also required to take

- a. Two additional electives at any level in Anthropology, Economics or Politics
- b. Two electives at any level in Sociology
- c. Three additional 300 or 400-level courses in Sociology
- d. In the Senior Year, ***SO 418, Senior Seminar***. The prerequisite for the seminar is the completion of the core courses.

Requirements for the Minor in Sociology

A minor in Sociology requires a minimum of 8 courses, at least 6 of which must be taken at Rollins.

Each student must complete the following four core courses:

SO 101 The Sociological Perspective

Choose one of three:

SO 307 Medical Sociology (To be taken in Fall of Junior Year)

SO 325 Political Sociology (To be taken in Fall of Junior Year)

SO 355 Race and Ethnic Relations (To be taken in Fall of Junior Year)

SO 335 Social Inquiry (To be taken in Spring of Junior Year)

SO 343 Social Stratification (To be taken in Fall of Junior Year)

The student is also required to take:

- Two additional **300** or **400**-level courses in Sociology.
- If an anthropology major, two additional sociology electives are required.
- In the Senior Year ***SO 418, Senior Seminar***. The prerequisite for the seminar is the completion of the core courses.

Course of Study

SO 101 The Sociological Perspective [1 C.U.]: An introductory survey covering scope, methods, and general principles of sociology. Topics emphasized include: group behavior, race relations, inequality, social institutions, and social change. Suitable for non-majors.

Royce/Van Sickle

SO 112 The Family [1 C.U.]: An examination of how political, economic, and social changes affect marriage and the family currently and in coming decades. The course studies comparative family structure, divorce, abortion, homosexuality, and changing sex roles in terms of the larger social changes occurring in this society. Suitable for non-majors.

Glennon

SO 125 The Sociology of Alternative Lifestyles [1 C.U.]: An examination of the means by which a person may develop an alternative lifestyle in American society. Starting with the moral ideal of a "just society," the course explores the possible sources of alienation, oppression, and repression inherent in contemporary institutional arrangements. Rather than emphasizing institutional change as a response, the course focuses on the actions open to individuals. Readings from selected philosophical and sociological literature on such issues as work, leisure, education, family, aging, and dying. Suitable for non-majors.

Staff

SO 208 Self and Society [1 C.U.]: A study of the reciprocal relationship between the individual and society with emphasis on the social production of self and the part

played by individuals in the construction of social reality. After inspecting different theories and research findings on socialization, identity-formation, and the presentation and actualization of self; students explore the question of identity in contemporary American society. Topics include: narcissism and communaliry; the public/private life relationship; and the self in everyday life. Suitable for non-majors.

Glennon

SO 210 Childhood and Adolescence [1 C.U.]: An inquiry into the creation and continued construction of childhood and adolescence in American society. The course will focus on topics such as: the power of industrialization and the persuasiveness of a consumer culture in shaping childhood and adolescence, the emergence of the sentimental, "emotionally priceless" child, and the association of adolescents with an array of social problems including teenage pregnancy, suicide and running away. Part of the course will explore how overarching images of these periods of life - such as the innocent child and the rebellious adolescent - are created and maintained, even in the face of conflicting evidence. Suitable for non-majors.

Staff

SO 211 Social Problems [1 C.U.]: A study of social problems within the context of social systemic analysis. The course addresses traditional areas of social problem analysis (e.g., poverty, sexism, racism, and crime); as well as in a broader social system context. In this perspective, social problems are examined as they evolve from the production, reproduction, and transformation of the larger social whole. Suitable for non-majors.

Royce/Van Sickle

SO 303 Methodology [1 C.U.]: A course focusing on collecting, analyzing, and interpreting social data. Issues in the philosophy of science, the development of research strategies, and ethical and political problems of research are examined. *Prerequisite:* Sociology majors, **SO 101** or consent.

Royce

SO 307 Medical Sociology [1 C.U.]: An examination of the organization of medicine from a sociological viewpoint with emphasis on the current health care crisis in American society. Topics include: the definition of health and the effectiveness, cost, and distribution of medical care. Sociological dimensions of nutrition, the roles and status of doctors and patients, and the organization of the modern hospital are also included. The health care implications of a capitalist economy are analyzed, along with the effects of social stratification. *Prerequisite:* one Sociology course or consent.

Staff

SO 308 The Body in Society [1 C.U.]: An examination of recent discourses that have emerged from studies of gender, sexuality, and medicine which have revealed that, far from being a biological given, the body is a construct, altered by social forces that change over the course of history. Topics of study will include: eating "disorders," physical appearance, sex, reproduction, illness and abortion. Students will explore socio-historical analyses, as well as case studies in order to probe the relationship between history, culture and the experience of embodiment. *Prerequisite:* one Sociology course or consent.

Staff

SO 311 Topics in Sociology [1 C.U.]: An in-depth analysis of topics in contemporary sociology. Instructor and students are co-participants in the study of topics such as war, occupational structures, and contemporary social movements. May be repeated for credit.

Staff

SO 317 Television and Society [1 C.U.]: An exploration of the role of television in the creation of new social environments and in the reshaping of the conventions of time and space. Topics include the impact of television on family, gender, race and ethnic relations, education and consumption. *Prerequisite*: one Sociology course, or consent.

Glennon

SO 320 Social Change in the Future [1 C.U.]: A study of social change processes and how they affect the organization of societies; the relationship of human beings to their environment; and the nature of future lifestyles. Attention is given to violence and comprehensive public planning as alternative means to direct social change. *Prerequisite*: one Sociology course or consent.

Van Sickle

SO 323 Sociology of Popular Culture [1 C.U.]: An examination of the various theories concerning popular culture, ranging from those that view pop culture as meaningless to those that find therein keys to understanding contemporary social life. Topics include fads, fashions, media themes and characters, and what is being called "panic culture." There is an emphasis on field observation and research. *Prerequisite*: one Sociology course or consent.

Glennon

SO 324 Women in Society [1 C.U.]: An examination of the social position of women in American Society. Students will study the diverse experiences of women that are created by differences in race, class, age, and sexual orientation. Particular topics to be covered will include: identity development, family relations, sexualities, paid and unpaid labor, the feminization of poverty, violence, reproductive technologies, and feminist and anti-feminist social movements. The course will also address major theoretical interpretations about women's place in society such as psychoanalysis, post modernism, and socialist-feminism. *Prerequisite*: one Sociology course or consent.

Glennon

SO 325 Political Sociology [1 C.U.]: A sociologically-informed analysis of recent developments in American politics. Included among the topics to be considered are: the structure of power in American society, the political significance of large corporations, the relationship between business and government, and the nature of American democracy. Specific topics will vary from semester to semester. *Prerequisite*: one Sociology course or consent.

Royce

SO 326 The Sociology of Kurt Vonnegut Jr. [1 C.U.]: An examination of specific works written by the contemporary author, Kurt Vonnegut Jr., from a sociological perspective, including: *Slaughterhouse-Five*; *God Bless You, Mr. Rosewater*; *Cat's Cradle*;

Player Piano; and *Bluebeard*. Vonnegut's concern with the quality of contemporary human experience is compared with the work of sociologist/economist Thorstein Veblen. Topics include: alienation; the quest for meaning in a bureaucratic environment; the plethora of "imbecile institutions"; the dangers of technocracy; and the growing reality of a plutocratic society. *Prerequisite*: one Sociology course or consent.

Van Sickle

SO 329 *Sociology of the Sixties Counterculture* [1 C.U.]: An examination of the "counterculture" of the sixties from a sociological perspective. The focus is on the political, social, and cultural aspects of the counterculture with emphasis on political protest (e.g., civil rights, anti-war, feminist), alternate living arrangements (e.g., communes, co-operatives), and lifestyle (e.g., music, clothing, celebrations). *Prerequisite*: one Sociology course or consent.

Glennon

SO 333 *Postmodern Society* [1 C.U.]: A review of the recent debates about "the condition of postmodernity," using a critical theory and sociology of knowledge approach. The social, political, economic, ideological and cultural aspects attributed to "postmodernity" are examined. Institutional and everyday implications are explored. *Prerequisite*: SO 101 or consent.

Glennon

SO 335 *Social Inquiry* [1 C.U.]: A study of the theoretical basis of the social sciences, with focus on sociology. The concerns of the early founders of the discipline are examined in light of contemporary trends within the field. The role of values in sociological inquiry, the problem of applying the general scientific model to the field of sociology, and the different biases researchers bring to their problems are examined. *Prerequisite*: core and junior status.

Glennon/Royce

SO 343 *Social Stratification* [1 C.U.]: An examination of structured social and economic inequality in various forms and contexts (e.g., migrant agricultural workers, social classes, multinational corporations and prisons). Attention is given to theory and the historical and comparative development of stratification models. *Prerequisite*: SO 101 and sophomore status.

Van Sickle

SO 345 *Development of Social Thought* [1 C.U.]: A study of the development of the sociological perspective. The course examines social thought in terms of those who were founders of the discipline of sociology and examines the way concepts within sociology have developed and have been modified. *Prerequisite*: SO 101 or consent.

Royce

SO 355 *Race and Ethnic Relations* [1 C.U.]: A study of racial and ethnic relations in the United States, drawing on sociological theory and focusing on both historical and contemporary issues. Included among the topics to be considered are: colonization and immigration, assimilation and pluralism, prejudice and discrimination, inequality and

conflict, and any relevant current issues pertaining to racial and ethnic relations in American society. *Prerequisite:* one Sociology course or consent.

Royce

SO 356 *The State of Black America* [1 C.U.]: An examination of the state of black America, focusing on the political, economic, social and cultural standing of African-Americans, the relationship between blacks and whites, and the internal differentiation of the black population. Both historical and contemporary issues will be considered. *Prerequisite:* one Sociology course or consent.

Royce

SO 360 *Poverty and Social Welfare* [1 C.U.]: A study of poverty and social welfare in the United States in the context of the broader social and economic dynamics that shape American society. Among the topics to be considered are: the changing composition of the poverty population, the War on Poverty, public and academic debates concerning poverty and welfare, the characteristics of the present-day American welfare system, and the relationship between poverty, welfare, and inequality. *Prerequisite:* one Sociology course or consent.

Royce

SO 365 *Social Movements* [1 C.U.]: An exploration of sociological theory and research concerning social movements in American society, past and present. Among the specific social movements to be considered are: populism, the new right, the civil rights movement, the women's movement, the 1960's anti-war movement, and the environmental movement. *Prerequisite:* one Sociology course or consent.

Royce

SO 367 *Economy and Society* [1 C.U.]: An analysis of American economic institutions with emphasis on the modern corporation and the role it plays in society. Shifting patterns of work production and consumption are seen as related to the structural changes occurring in late industrial capitalism. The role of the multi-national corporation is examined in terms of its impact on the community, the environment, and on the lives of workers. U.S. foreign policy as it serves the needs of the corporation is also discussed. *Prerequisite:* one Sociology course or consent.

Van Sickle

SO 371 *Deviant Behavior* [1 C.U.]: A preliminary inquiry into the manner in which specific social behavior comes to be labeled "deviant." Deviant behavior is viewed as the inverse of power-the more power a particular class of people possess, the less likely it is that they will be defined as deviant and vice-versa. Students are encouraged to go beyond traditional notions of "deviance" and examine the social consequences of the "normal" everyday workings of U.S. institutions. *Prerequisite:* one Sociology course or consent.

Van Sickle

SO 393 *Sociology of Para-Normal Reality* [1 C.U.]: An examination of developments in the fields of "parasociology" and sociological phenomenology, using sociology-of-knowledge theory and research insights. The course also covers the relationships between subjective consciousness and objective social reality. It includes such topics as clairvoyance, psychometrics, mediumship, psychic healing, non-ordinary states of consciousness, mysticism, and new scientific paradigms.

Glennon

SO 417 Research Seminar [1 C.U.]: An in-depth exploration of selected topics in contemporary sociology. Students will pursue individual research projects and present oral reports on their work. May be repeated for credit. *Prerequisite:* one Sociology course or consent.

Staff

SO 418 Senior Seminar [1 C.U.]: An in-depth exploration of selected topics in contemporary sociology. After developing a common grounding in specific subject matter, students will pursue individual research projects and periodically present oral reports on their progress. *Prerequisite:* core and Senior Status.

Staff

Theatre Arts and Dance

Nassif (Chair)
Amlund
Brown
Juergens
La Feber

Neilson
Rodgers
Shafer
Sherry

Department of Theatre

The curriculum provides a basic education in the art and craft of the theatre within the environment of the Liberal Arts. A student who majors in Theatre Arts must be able to demonstrate basic knowledge of theatre history, literature, theory, criticism and, through performance, competency in acting, directing, design and technical theatre. To achieve these skills, every student is required to take a specified series of courses in the major field and participate in the departmental production program. All students are expected to become familiar with a comprehensive body of theatre literature; a list of such materials is given to each major who enrolls in Theatre Arts. At the end of the sophomore year, students are evaluated by the Theatre faculty to determine progress midway in their undergraduate study. Students may choose to concentrate in either performance or design/technical theatre, or elect to take a broader spectrum of courses in both areas.

Requirements for the Major in Theatre Arts

TA 111 *Fundamentals of Stagecraft I*
TA 112 *Fundamentals of Stagecraft II*
TA 135 *Voice and Movement*
TA 211 *Scenography*
TA 232 *Fundamentals of Acting I*
TA 333 *Fundamentals of Directing*
TA 341 *History of Theatre I*
TA 342 *History of the Theatre II*

*Twelve course units are required
for all Theatre Arts majors.*

TA 343 *Dramatic Evaluation: Fundamentals of Playwriting*
TA 360 *Theatre Management*

TA 398-399, 498-499 *Independent Study: (Senior Project/Research/Internship)*, [1 C.U.]

TA 418, 419, 420, 421 *Theatre Production (Technical)*, [.5 C.U.]

RECOMMENDED ELECTIVES FOR EMPHASIS IN PERFORMANCE

D 177 Beginning Jazz Dance
TA 113 Fundamentals of Makeup
TA 233 Fundamentals of Acting II
TA 331 Advanced Acting I
TA 332 Advanced Acting II
TA 418, 419, 420, 421 Theatre Production
(Rehearsal/Performance) [.5 C.U.]
TA 433 Advanced Directing
TA 440 Senior Studio Workshop

Four Elective course units are recommended from the Performance and/or Design Technical courses

RECOMMENDED ELECTIVES FOR EMPHASIS IN DESIGN/TECHNICAL THEATRE

TA 321, 322, 323 Design (two semesters)
TA 498-499 Design Tutorial
TA 498-499 Independent Study Technical Design, such as stage management, scenographic techniques, technical direction, theatre sound.

RECOMMENDED COURSES OUTSIDE THE DEPARTMENT

Theatre Arts majors are urged to take courses in the related fields of Art, Art History, Music, English, Philosophy. Strongly recommended:

A 104 Comparative Arts
A 131 Studio Foundations
E 263/264 Twentieth Century Drama, British and American
E 317-318 Shakespeare
MU 100 Music Theory for the General Student
PH 212 Philosophy of the Arts

Theatre Arts Minor

TA 100 Introduction to the Theatre
TA 111-112 Fundamentals of Stagecraft I and II
TA 232 Fundamentals of Acting I
TA 341 or 342 History of the Theatre
TA 343 Dramatic Evaluation
TA 360 Theatre Management
Elective

Eight course units are required for all Theatre Arts minors.

Course of Study

THEATRE ARTS

TA 100 Introduction to the Theatre [1 C.U.]: A survey of the history of the art and crafts of theatre. Analysis of the theatre experience with discussion of major plays and playwrights, the physical stage, and dramatic criticism. Examination and demonstration

of acting, directing, stagecraft, design, and other relevant crafts. Suitable for non-majors.

Staff

TA 111-112 Fundamentals of Stagecraft I and II [1 C.U.]: An introduction to the basic theories and practices of stagecraft including: scenery, properties, costumes, lighting, makeup, and drafting. The course familiarizes students with creating scenery through construction and decoration methods, theory and practice in basic painting and rigging, and use of power and hand tools. It includes: the basic elements of line, period, form, texture, and color as applied to dress and makeup for the stage; basic elements of electricity; use of equipment; and special effects.

Shafer

TA 113 Fundamentals of Makeup For the Theatre [1 C.U.]: An introduction to the theoretical and practical requirements necessary to prepare makeup for the interpretation of character. Exploration of the basic skills of makeup application, creation of character makeup and masks for the stage. One hour lecture-demonstration and a two-hour lab per week.

Amlund

TA 131 Acting for the Non-Major [1 C.U.]: An introduction to the fundamental concepts of the art of acting. Emphasis upon understanding the basic physical, vocal and analytical abilities required by the actor. Script analysis to arrive at actions and objectives. Preparation of scenes for presentation in class.

Staff

TA 135/136 Voice and Movement I and II [1 C.U.]: Basic elements of voice production for the actor; exercises in proper breathing, relaxation, resonance and articulation. Basic elements of stage movement for the actor: a basic physical warm-up followed by movement exercises designed to develop the actor's coordination, rhythmic ability, and understanding of body mechanics.

La Feber/Staff

TA 201 Studies in Dramatic Literature [1 C.U.]: This course examines some thirty plays selected from various periods in the history of dramatic literature, beginning with the Greeks. Plays are analyzed for structure, style, theme, and characterization. Lectures and discussion examine periods in the development of theatre architecture and production style to better understand the play. Presentation of films as time permits. Suitable for non-majors.

Juergens

TA 211 Scenography [1 C.U.]: A course developing an appreciation and understanding of the visual arts of theatre through historical survey, study of basic techniques, and practical design application. Includes set, costume, and lighting. *Prerequisite:* TA 100 and TA 112.

Amlund

TA 232 Fundamentals of Acting I [1.5 C.U.]: A study of basic acting techniques including script analysis and the effects and influences of the voice, body, and imagination, in combined and independent usage. Exercises in concentration, relaxation, and observation; basic stage comportment; stage movement. The course concentrates on written analytical work to prepare actor for rehearsal and performance. *Prerequisite:* TA 135 or consent.

Staff

TA 233 Fundamentals of Acting II [1 C.U.]: A concentration on discipline of the craft, with emphasis on scene work, monologue preparation, textual, and character analysis. The course also includes support exercises in concentration, physical flexibility, vocal production, and improvisation. Work focuses on individual actor's strengths and weaknesses. *Prerequisite:* TA 232.

Staff

TA-CL 241 Classical Theatre [1 C.U.]: An introduction to the ancient origins and development of classical tragedy and comedy, dramatic criticism, theatrical practicum and architecture. Readings are in translation and include classical drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Issues and interests of the course include the tragic and comedic views of human existence, roles of women and mythology in classical drama, social functions of dramatic performance, architectural and scenic innovations, the connections between religion and theatre. Team-taught by Classics and Theatre Arts. Alternate years beginning Spring, 1993. Suitable for non-majors.

Marshall/Nassif

TA 301 History of Radio and Television in America [1 C.U.]: A study of the development of broadcasting in America. Inventions, trends, programs, events and personalities that have contributed and advanced the electronic mass communication systems in the United States from 1900 to the present are examined.

Rodgers

TA 303 The History of American Film [1 C.U.]: A historical overview of the development of American film and the film industry from early 20th century to present. Will explore the political and socio-economic impact of the film industry - its movers and shakers, the good and the bad. Class discussion and participation - evening movie viewing.

Rodgers

TA 321 Scene Design [1 C.U.]: A survey of the classic periods of theatre history and architecture. The course is geared to the production of stage designs utilizing the styles of these periods. Weekly design projects involve ground plans and color renderings. The course also covers the history of stage design. Some knowledge of drafting and sketching is required. Laboratory required. *Prerequisite:* TA 211. Fall term.

Amlund

TA 322 Lighting Design [1 C.U.]: The theory and practice of lighting design and its application to various styles of theatrical production. The course includes using lighting instruments and color media, and the preparation of lighting plots and lighting instrument schedules. Elementary knowledge of electricity and drafting is required. *Prerequisite:* TA 211.

Shafer

TA 323 Costume Design [1 C.U.]: A survey of dress and costume throughout the ages and an application to actual stage costume design. The course includes the mechanics of costume construction and weekly design projects. Some experience with sketching and rendering desired. Laboratory required. *Prerequisite:* TA 112. Spring term.

Amlund

TA 331 Advanced Acting I [1 C.U.]: A study of the many facets of human behavior which comprise the individual character. The course involves research, beginning with text analysis of factors that fashion a particular character including: time, period, environment, physical aspects, motivation, and temperament. Course culminates in a full-length, solo presentation. *Prerequisite:* TA 233. Alternate years. Offered in 1992.

La Feber

TA 332 Advanced Acting II [1 C.U.]: An explanation of acting in various periods and styles of performance art including: Greek Classical, Elizabethan, Commedia dell'arte, Restoration, Realism, and Absurdism. Research is conducted in each area of dress, manners, properties, and decor. A presentation of scenes from each era is held for public viewing. *Prerequisite:* TA 331.

Nassif

TA 333 Fundamentals of Directing [1 C.U.]: An introduction to the fundamentals of play directing. The course studies major concepts of the art of the director with emphasis upon practical application of the methods of directing. It includes play analysis, formulation of the ground plan, movement and staging of scenes, communication with actors. *Prerequisite:* TA 232.

Nassif

TA 341/342 History of the Theatre I and II [1 C.U.]: A survey of major periods in the history of the theatre, beginning with the Greek. The course studies theatre architecture, styles of production, and key figures who shaped the course of theatre through the ages. Dramatic literature in its relationship to evolving production styles is examined. Suitable for non-majors. Alternate years. Offered in 1993-94.

Nassif/Rodgers

TA 343 Dramatic Evaluation [1 C.U.]: A study of the techniques of dramaturgy; a survey of dramatic criticism beginning with Aristotle; a study of value systems, all aimed at establishing criteria by which substantive drama can be evaluated. Suitable for non-majors.

Brown/Juergens

TA 360 Theatre Management [1 C.U.]: A comprehensive course covering all areas of theatre management. Topics include: fundamentals of theatrical producing; methods of theatrical producing in New York theatre, stock and resident theaters, college and community theaters; business management in the theatre; and a study of the theatre and its audience, including community and press relations, publicity and advertising, and audience engineering and psychology. *Prerequisite:* junior status, Theatre major or consent.

Neilson

TA 398-399, 498-499 Senior Project/Research Project/Internship [1 C.U.]: Three types of individual study are available:

1. *Senior Project*

Independent pursuit of applied production projects in acting, directing, design, technical theatre, or management. Projects approved must not be appropriate for courses. *Prerequisite*: senior status, Theatre major, and approval of project by departmental faculty the semester prior to enrollment.

2. *Research Project*

Independent research in any area of history of the theatre, dramatic criticism, dramatic literature, playwriting, acting, and directing. Major research paper required. *Prerequisite*: junior status, Theatre major and approval of study by faculty of the Department the semester prior to enrollment.

3. *Internship*

A one-semester internship with a professional performing arts organization or agency. Student's work is monitored and evaluated by faculty adviser and/or host organization in area of internship. *Prerequisite*: junior or senior status, Theatre major, and approval of internship by Departmental faculty the semester prior to enrollment.

Staff

TA 418-419, 420-421 Theatre Production A/B, D/E [.5 C.U.]: A practical experience in technical/design work on major production at the Annie Russell Theatre. Each production carries a .5 course credit for production lab work. Students are assigned a position on one of the crews—construction, props, costumes, sound, lighting, and painting. Requires a minimum of 10 hours per week. Students are also required to attend weekly production meetings.

Staff

TA 433 Advanced Directing [1 C.U.]: A continuation of the Fundamentals of Directing which examines the kinds of research necessary to recreate the manners, morals and ethics indigenous to the time period of a particular play and analyzes the thematic material in order to arrive at a central metaphor for the production. There will be increased emphasis on preparation and presentation of directed scenes - culminating in a full-length (one-act) production for an invited audience.

Staff

TA 440 Senior Studio Workshop: Combines the work of director and actor. Involves individual coaching and character analysis. Project oriented, the course culminates in scenes for public performance at end of term. Offered fall or spring, depending on schedule of enrolled students. May be repeated for credit.

Staff

Dance (minor only)

Coordinator: W. Robert Sherry

The Dance program is designed to provide the liberal arts student opportunity for personal involvement in dance as an art form and as a basic movement experience. The curriculum is specifically structured for students to select either a ballet or jazz emphasis but they must be exposed to both disciplines. Extensive movement experience in jazz, ballet, and tap dance is gained through practical work in classroom, studio workshops and performance. The development and relevance of dance is studied through courses in dance history, music and choreography.

A student who minors in Dance must complete 4-6* required and two elective course units.

Requirements for the Minor in Dance

Core Requirements: 4-6* C.U. required

*D 170 Beginning Ballet I**

*D 177 Beginning Jazz I**

D 171 Beginning Ballet II

D 178 Beginning Jazz II

D 200 The History of Dance in America

D 270 Intermediate Ballet I

D 277 Intermediate Jazz I

Choose 2 course units from below electives

D 271 Intermediate Ballet II

D 278 Intermediate Jazz II

D 370 Advanced Ballet I

D 371 Advanced Ballet II

D 377 Advanced Jazz I

D 378 Advanced Jazz II

D 175 Beginning Tap Dance

D 292 Ballet Technique/Choreography

*Students with previous dance training may place out of *D 170* and/or *D 177* into *D 171 Beginning Ballet II* or *D 178 Beginning Jazz II*. Students should arrange for a placement audition with the appropriate instructor.

DANCE

D 170 Beginning Ballet I [1 C.U.]: An introduction to the fundamental concepts and historical evolution of the art of classical dancing. The course involves work in the basic positions and fundamental barre exercises. Stress is on correct alignment, flexibility, strength, and coordination. Ballet vocabulary is used.

Mésavage

D 171 Beginning Ballet II [1 C.U.]: The vocabulary of classical dancing is extended, and "enchainements" of previously learned steps is emphasized. The theory and history of ballet are also covered. This course presupposes a foundation in barre work, elementary center work, including "adages" and "allegros," as well as elementary steps "en diagonale." *Prerequisite:* D 170 or consent.

Mésavage

D 175 Beginning Tap Dance [.5 C.U.]: An introduction to the fundamental concepts of tap dance. Vocabulary of movement includes: basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and the soft shoe essence. Instruction in tap history and vocabulary is implemented. *Prerequisite:* consent.

Sherry

D 177 Beginning Jazz Dance I [1 C.U.]: An introduction to the fundamental concept and historical evolution of jazz dance. The course includes practical studio work in body placement and alignment through the use of a highly-structured classical jazz warm-up (LUIGI). Emphasis is on clarity of movement, rhythm, style, movement quality, and use of dynamics. Instruction in vocabulary is implemented.

Sherry

D 178 Beginning Jazz Dance II [1 C.U.]: A continuation of D 177. Studio work includes more complicated combinations, changes of direction, and initiation of pirouettes. Historical research, vocabulary, and critical studies are implemented in order to develop the perception of dance as an art form. This course presumes a foundation in basic jazz dance technique. *Prerequisite:* D 177 or consent.

Sherry

D 200 The History of Dance in America [1 C.U.]: A historical overview of dance in the United States. The philosophies, ideologies, and contributions of the major dance authorities in America are studied. Choreographers, critics, performers, and their relationship to trends in the art form are analyzed. The relationship of dance to contemporary political and social issues are examined.

Sherry

D 270 Intermediate Ballet I [.5 C.U.]: A continuation of D 171. Students work on perfecting pirouettes, longer and more complex "adages" and "allegros." Students are expected, at the end of this course, to have mastered the theory of ballet, and to have a good knowledge of ballet technique. *Prerequisite:* D 171.

Mésavage

D 271 Intermediate Ballet II [.5 C.U.]: A continuation of course **D 270**, including intensive practice of "pirouettes," "petite barriere," and elementary "pointe" work. *Prerequisite: D 270.*

Mésavage

D 275 Intermediate Tap Dance [.5 C.U.]: An exploration of tap dance technique on an intermediate level. Vocabulary of movement includes: all time steps (buck, soft shoe, traveling, wing); Irish-over; Cincinnati; drawbacks; pick-ups; wings; maxiford; and riffs. Emphasis is placed on speed, accuracy, and performance ability. May be repeated for credit. *Prerequisite: D 175 or consent.*

Sherry

D 277 Intermediate Jazz Dance I [.5 C.U.]: A continuation of **D 177**. Studio work includes: multiple pirouettes, isolation, jazz adagios, intricate foot patterns, and the initiation of basic jumps. Warm-up exercises become more strenuous and adagio sections are added. *Prerequisite: D 178.*

Sherry

D 278 Intermediate Jazz Dance II [.5 C.U.]: A continuation of **D 277**. The student develops strength, clarity of movement, and control at an intermediate level of jazz technique. *Prerequisite: D 277.*

Sherry

D 292 Ballet Technique/Choreography [1 C.U.]: Designed for intermediate students who have successfully completed Intermediate Ballet I or its equivalent, and who wish to consolidate their technical abilities as well as learn the elements of choreography. The student progresses from solo work to group forms. Performance quality work is expected of students minoring in Dance. May be repeated for credit.

Mésavage

D 370 Advanced Ballet I [.5 C.U.]: A continuation of course **D 271**. Students perfect beats, advanced "adages" and "enchainements," as well as intermediate "pointe" work. *Prerequisite: D 271.*

Mésavage

D 371 Advanced Ballet II [.5 C.U.]: A continuation of course **D 370**. The course includes intensive work on "pointe," and increased attention is directed to style and performance techniques. May be repeated for credit. *Prerequisite: D 370.*

Mésavage

D 377 Advanced Jazz Dance I [.5 C.U.]: A continuation of **D 278**. The course focuses on developing the ability to perform combinations which are comprised of intricate pirouettes, perfected jumps, quick transition steps, and dynamic movements. Complicated adagios and allegros are incorporated into warm-up and center exercises. Emphasis is placed on the ability to learn combinations quickly and perform with precise rhythm, clarity, dynamics, and control. *Prerequisite: D 278.*

Sherry

D 378 Advanced Jazz Dance II [.5 C.U.]: A continuation of **D 377**, further exploring jazz dance technique on an advanced level. Attention is directed toward the development of performance abilities. May be repeated for credit. *Prerequisite: D 377.*

Sherry

Women's Studies (minor only)

Coordinator: Rosemary Curb

Women's Studies offers a multi-disciplinary exploration of the nature and creations of women often neglected in the traditional academic curriculum. Because women's studies must be examined from biological, economic, ethical, historical, literary, political, sociological, and other perspectives, it draws faculty from many departments. Students study the distinctions and correlations of biological sexual differences and learn about culturally assigned and conditioned gender roles, theories about the development of female consciousness and behavior, and restraints imposed by social conventions and legal inequities. Students also learn about women's historic struggle against sexist oppression and the accomplishments of movement leaders. Topics covered will include classic literature of the modern women's liberation movement, consciousness raising, images of women, as well as women's literary and artistic creations in a variety of genres and media. Ultimately, Women's Studies enables students to understand and evaluate forces in our culture which have formed our contemporary perceptions and expectations of women and to expand their consciousness of personal privilege and inhibition, talent and genius.

Requirements for the Minor in Women's Studies (7)

*WS 200 Introduction to Women's Studies OR WS 276 The Women's Movement
AN 275 Sex and Gender Roles or SO 324 Women in Society*

Four Women's Studies electives (at least two at 300+ level)

One elective in women's literature (Group A)

One elective in history, politics or sociology (Group B)

Two women's studies electives (Group A, B, or C)

One course in African-American, Native American, Latin American, or Third World studies (Recommended: focus on women)

Recommended: Focus on women in senior seminar or independent study in major

GROUP A: CHOICES FOR WOMEN'S LITERATURE

E-WS 210 Women Writers

E 221/222 Selected Studies in World Literature

- *Australian/New Zealand Women Writers*

E 240 Selected Studies in Literary Themes

- *Women's Fiction/Autobiography*

E 241 Science Fiction: Gender Images

E 259 Studies in Popular Culture

• *Gender Images in Film*

E 275 Selected Studies in Minority Literature

• *African-American Women Writers*

E 308 Selected Studies in British Literature

• *Women in Medieval and Renaissance Literature*

E 315 Seminar in Virginia Woolf

E-WS 322 American Feminist Poets

E-WS 360 Multicultural Women Writers

E-WS 375 Feminist Drama

E 396 Expository Writing: Women's Lives

GROUP B: CHOICES FOR HISTORY, POLITICS, OR SOCIOLOGY

PO 220 Women and Politics

PO 320 The Woman Question

PO 323 Of Woman Born: Birth Control and the Politics of Motherhood

SO 112 The Family

SO 324 Women in Society

SO 424 Seminar: Sociology of Women

GROUP C: CHOICES FOR OTHER WOMEN'S STUDIES

ELECTIVES

AN-LC 305 Sex and Gender in Latin America and the Caribbean

AN 367 Black Women Cross-Culturally

CL 321 Women in Antiquity: Women in the Ancient World

EC 239 Women and Work

PH 240 Topics: Philosophy and Women

PH 314 Topics in Philosophy

PY 320 Women: Psychology's Challenge

R 251 Topics in Religion

• *Women in Judaism and Islam*

• *Feminist Theology*

R 351 Studies in Religion: Women and Religion

WS 212 American Indian Women

WS 213 Words and Women

WS 230 Women and Madness

WS 378 Feminist Spirituality

Course of Study not cross-listed with other departments

WS 200 Introduction to Women's Studies [1 C.U.]: An introductory survey of women's studies topics in social sciences, natural sciences, arts, and humanities. Faculty members from diverse fields lecture each week in their special areas. The course features group work, analysis of women's public vs. private lives, self-expression, and sharing personal experiences. Graded on a credit/no-credit basis.

Curb

WS 212 American Indian Women [1 C.U.]: An introduction to the broad and varied experiences of American Indian women. Through discussion and analysis of relevant literature, history, philosophy and art, this course examines both historical and contemporary issues concerning American Indian women.

Staff

WS 213 Words and Women [1 C.U.]: A feminist critique of language, based on semantic theory of discourse and metaphor. The course includes an examination of sexist language, cultural conditioning, prejudice and the language of oppression, and patriarchal God-talk. Offers alternative proposals in the work of contemporary feminist writers.

McGraw

WS 230 Women and Madness [1 C.U.]: An exploration of the depiction of the mad woman in literature and her treatment in society. The course crosses genres and centuries in the examination of works such as Euripides' *Electra*, Bronte's *Jane Eyre*, Piercy's *Woman on the Edge of Time*, and Millet's *Looney Bin Trip*. Special attention will focus on the social roles of these madwomen - mothers, daughters, murderers and wives.

Wemhoener

WS 276 The Women's Movement [1 C.U.]: An introduction to feminist theory and a survey of traditional academic disciplines from a women's studies perspective. Topics include: gender stereotypes, attitudes toward women's bodies, violence against women, mother-daughter relationships, lesbianism, and spiritual and political power. The course studies basic texts of the past two decades. This course or **WS 200** required for minor.

Curb

WS 378 Feminist Spirituality [1 C.U.]: A survey of roles of women and attitudes toward women in traditional patriarchal religions. The course discusses religious conditioning in female confinement, subordination, and unworthiness. It studies literature based on ancient goddess-worshipping matriarchies and the political implications of religion and spirituality. The course reviews practice of woman-centered approaches to creating one's own spirituality drawn from Native American Indian medicine wheel, Diannic witchcraft, Tarot, psychic healing, and ritual based on solar/lunar cycles.

Curb

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William Fremont Blackman, 1902-1915
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Edward H. Cohen, Professor of English

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Jack C. Lane, Professor of History

Faculty (1992-93)

Dates indicate (1) first appointment at Rollins (2) year of receiving present rank

Rita Bornstein

President, Professor of Education (1990; 1990); B.A., M.A., Florida Atlantic University; Ph.D., University of Miami. President Bornstein's background is in English literature and educational leadership.

Barry S. Allen

Associate Professor of Environmental Studies (1982;1982); B.A., University of Miami; Ph.D., University of Pennsylvania. Professor Allen is an economist with research interests in the area of national park policy, sustainable development and water resources.

Gregory M. Alman

Assistant Professor of Physics (1992;1992); B.S., Dickinson College; M.A., Ph.D., Bryn Mawr College. Professor Alman teaches advanced courses in optics and electronics as well as introductory courses. His research centers on quantum optics and laser physics.

Dale F. Amlund

Professor of Theater Arts and Designer, Annie Russell Theater productions (1966;1978); B.F.A., Minneapolis College of Art and Design; M.F.A., Yale Drama School. Professor Amlund conducts classes in scene design, costume design, and stage make-up.

Carol H. Anderson

Associate Professor of Marketing, Roy E. Crummer Graduate School of Business (1990;1990); B.S., Cornell University; M.Ed., University of Houston; M.B.A., Ph.D., Texas A & M University.

Joseph V. Anderson

Visiting Associate Professor of Marketing, Roy E. Crummer Graduate School of Business (1990;1990); B.A., North Park College; M.B.A., Ph.D., Northwestern University.

Mark S. Anderson

Assistant Professor of Mathematics (1988;1988); B.A., Houghton College; M.S., Ph.D., University of Virginia. Professor Anderson's research interests are in the area of algebraic and differential topology.

Faculty

Lisa Armour

Visiting Instructor of Mathematics (1992;1992); M.S., University of Florida; M.S. (1985) in Mathematics, University of Florida.

Pedro J. Bernal

Associate Professor of Chemistry (1986;1992); B.S., Ph.D., University of Tennessee. Professor Bernal's teaching interests include physical and general chemistry and the philosophy of science.

Velda Jean Bloodworth

Associate Professor and Reference Librarian, Olin Library (1974;1982); B.A., Southern Missionary College; M.A.T., Rollins College; M.S., Florida State University.

Erich C. Blosssey

Professor of Chemistry (1965; 1975); B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology. Professor Blosssey's research interests are in the area of polymer-bound reagents and reactions with special emphasis on applications in bio-organic chemistry and nuclear magnetic resonance spectroscopy.

Arthur R. Blumenthal

Director of the George D. and Harriet W. Cornell Fine Arts Museum, Associate Professor of Art History (1988;1988); B.S., Kent State University; M.A., Ph.D., New York University. Dr. Blumenthal's area of interest is Italian Renaissance art, with a specialty in the relationship between art and theater during the Renaissance and Baroque.

Alexander P. Boguslawski

Professor of Russian (1983; 1992); M.A., University of Warsaw; Ph.D., University of Kansas. Professor Boguslawski's research interests include Old Russian Literature and painting, Russian culture, folklore (especially the fairy tale), nineteenth and twentieth-century Russian literature (especially the prose of Alexei Remizov and Sasha Sokolov), and the problems of translation.

Richard K. Bommelje

Director of the Center for Lifelong Education, Assistant Professor of Management (1974; 1982); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Dr. Bommelje teaches courses in leadership, listening, and management.

Edward E. Borsoi

Professor of Spanish (1969;1978); B.A., University of Bridgeport; M.A., Ph.D., University of Illinois. Professor Borsoi teaches Spanish, Italian and Linguistics.

John J. Bowers

Professor of Mathematics (1962;1971); B.A., Wesleyan University; M.S., Ph.D., Carnegie Institute of Technology. Professor Bowers' research interests include inequalities, fractional derivatives and differential equations.

Charles H. Brandon

Professor of Accounting, Roy E. Crummer Graduate School of Business (1982;1985); B.S., M.S., Florida State University; Ph.D., University of Georgia; C.P.A. Professor Brandon has co-authored several articles on the subject of forecasting.

Wendy W. Brandon

Director of the Writing Programs (1989; 1992); B.S., University of Georgia; M.S. Central Missouri State University; Ed.D., Teacher's College, Columbia University. Professor Brandon's interests are composition and rhetorical analysis, personal writing, service learning, and reading across the curriculum.

O. Lyvonne Burleson

Assistant Professor of Business Administration, Brevard Campus (1981; 1984); B.S., M.S.M., M.B.A., Rollins College. Professor Burleson teaches business administration and management courses.

Charles Callahan

Director of Chapel Music, Knowles Memorial Chapel and Composer-in-Residence (1989;1989); B.Mus., Curtis Institute of Music; M.Mus., D.M.A., Catholic University; A.A.G.O., Ch.M. Professor Callahan teaches a variety of courses in Music and directs the Chapel music program.

Sharon L. Carnahan

Visiting Assistant Professor of Psychology (1990;1991); B.A. Hope College; M.A., Ph.D., University of North Carolina at Chapel Hill. Professor Carnahan specializes in child development, psychology and religion, and family-focused intervention.

Julie Carrington

Instructor of Mathematics and Computer Science (1992;1992); B.S., University of Central Florida; Ph.D. (in progress), University of Central Florida. Professor Carrington teaches Design and Analysis of Algorithms and other computer courses.

Barbara Harrell Carson

Professor of English (1979;1988); B.A., Florida State University; M.A., Ph.D., Johns Hopkins University. Professor Carson's field is American literature, with a special interest in American fiction and women in American literature.

Robert G. Carson

Professor of Physics (1972; 1983); B.S., Florida State University; Ph.D., Johns Hopkins University. Professor Carson specializes in high energy particle physics and educational applications of microcomputers.

Samuel C. Certo

Dean of the Roy E. Crummer Graduate School of Business of Rollins College, Professor of Management (1986;1991); B.B.A., University of Cincinnati; M.B.A., Ph.D., Ohio University.

Gloria Child

Assistant Professor of Mathematics (1980;1986); B.S., Miami University; M.Ed., Rollins College and Miami University; Ed.D., University of Central Florida. Professor Child teaches pre-calculus, calculus, computer science and statistics.

J. Douglas Child

Archibald Granville Bush Chair of Mathematics, Professor of Mathematics and Computer Science; (1973;1981); A.B., M.S., San Diego State College; Ph.D., University of Cincinnati. Professor Child is a specialist in complex analysis, computer use in the teaching of calculus, and artificial intelligence. He also serves as Coordinator of the Program in Computer Science.

Balance T.P. Chow

Assistant Professor of English (1991;1992); B.A., M.Phil., Chinese University of Hong Kong; Ph.D., University of Georgia. Professor Chow's expertise is in European and Chinese literature, especially lyric poetry.

Donna K. Cohen

Associate Professor and Acquisitions Librarian, Olin Library (1986; 1992); B.A., University of Maryland; M.Ed., Rollins College; M.S. in L.S., University of North Carolina, Chapel Hill.

Edward H. Cohen

William R. Kenan, Jr., Professor of English (1967;1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Professor Cohen's primary field is Victorian studies.

Faculty

Persis C. Coleman

Professor of Biology (1978;1991); A.B., University of California at Berkeley; Ph.D., University of California at Davis. Professor Coleman's specialty is genetics; her teaching includes general biology, genetics, population biology and evolution.

J. Thomas Cook

Associate Professor of Philosophy (1982;1986); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Professor Cook specializes in the history of philosophy (esp. Spinoza), the philosophy of mind, and metaphysical issues such as the nature of the self and human freedom.

Norman N. Copeland

Associate Professor of Physical Education, Men's Tennis Coach, and Coordinator of the Tennis Courts (1955;1985); A.B., Rollins College. Professor Copeland is the men's tennis coach and teaches physical education classes.

Larry Cotanche

Professor of Education (1969; 1979); B.S., Troy State University; M.A., Ed.D., University of Alabama. Professor Cotanche's fields include educational psychology, guidance and counseling, aging, and teacher education.

Lezlie Laws Couch

Assistant Professor of English, Hamilton Holt School (1989;1991); B.A., University of Missouri-Columbia; M.A., North Texas State University; Ph.D., University of Missouri-Columbia. Professor Couch specializes in Rhetoric, Composition Theory and Literary Non-fiction.

Rosemary K. Curb

Professor of English and Women's Studies and Coordinator of Women's Studies (1979;1989); B.A., Rosary College; M.A., Ph.D., University of Arkansas. Professor Curb teaches interdisciplinary women's studies courses and literature. Her research interests include multicultural and feminist drama, film, and literature.

David M. Currie

Associate Professor of Finance, Roy E. Crummer Graduate School of Business (1978;1980); B.S., University of Florida; M.B.A., Ph.D., University of Southern California. Dr. Currie's area of specialization is finance; his teaching areas include corporate finance and public policy.

Donald L. Davison

Assistant Professor of Politics (1989;1991); B.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Washington University at St. Louis. Professor Davison's teaching areas include American political institutions, public policy, electoral politics, and methodology; his research interests include legislative decision-making and the effect of race on political behavior.

Joan Davison

Associate Professor of Politics (1986; 1992); B.A., Wheeling College; M.A., Ph.D., University of Notre Dame. Professor Davison teaches courses in comparative politics and international studies.

S. Todd Deal

Visiting Assistant Professor of Chemistry (1991;1991); B.S., Georgia Southern College; Ph.D., The Ohio State University. Professor Deal's teaching interests are in organic chemistry and biochemistry. His research focuses on the utilization of carbohydrates in organic synthesis.

Nancy M. Decker

Associate Professor of German (1986; 1989); B.A., College of William and Mary; M.A., Ph.D., Cornell University. Professor Decker teaches German language, literature and cultural history courses.

Daniel R. DeNicola

Professor of Philosophy (1969;1984); A.B., Ohio University; M.Ed., Ed.D., Harvard University. Professor DeNicola teaches ancient philosophy, philosophy of education, ethics, and philosophical theories of the emotions.

Linda R. DeTure

Director of the Teacher Education Program and Professor of Education (1981;1991); B.A., Florida State University; M.Ed., Ph.D., University of Florida. Professor DeTure's teaching areas include elementary education, curriculum and instruction, and science education.

Ralph E. Drtina

Professor of Accounting and Management, Roy E. Crummer Graduate School of Business (1984; 1989); B.A., Florida State University; M.B.A., Florida State University; Ph.D., Ohio State University. Professor Drtina focuses his teaching and research on the use of accounting information by management, for purposes of decision making and strategy implementation.

Margaret M. Dunn

Assistant Professor of English, Brevard Campus (1989;1989); B.A., M.A., Stetson University; Ph.D., Indiana University. Professor Dunn's special interests include 20th-century British and American literature, women writers, and composition theory and pedagogy.

H. Allan Dye

Chair of the Master of Arts in Counseling and Professor of Counseling (1991;1991); B.S., M.A., Ball State University; Ph.D., Purdue University-Ball State University. Professor Dye's teaching interests are in individual and group counseling theory and methods, family and relationship counseling, and counseling supervision.

Hoyt L. Edge

Professor of Philosophy (1970;1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Professor Edge's areas of specialization are philosophy of psychology, American philosophy, parapsychology, and cognitive anthropology.

Jean Edge

Visiting Instructor of English (1985;1989); B.A., Stetson University; M.A.T., Vanderbilt University.

Charles M. Edmondson

Dean of the Hamilton Holt School and Professor of History (1970;1992); B.A., M.A., University of Mississippi; Ph.D., Florida State University. Professor Edmondson's field is the history of Russia and the Soviet Union. He teaches courses in modern European history and Chinese history.

David L. Eng-Wilmot

Archibald Granville Bush Chair of Natural Science and Associate Professor of Chemistry; (1980;1984); B.A., Eckerd College; Ph.D., University of South Florida. Professor Eng-Wilmot's teaching interests include general chemistry, analytical chemistry and inorganic chemistry; his research focuses on bioinorganic and coordination chemistry, structure and stereochemistry of microbial iron transport compounds and model coordination compounds.

Martin E. Farkash

Professor of Psychology (1979;1983); B.A., Brooklyn College; Ph.D., Yeshiva University. Professor Farkash's teaching areas include clinical psychology, psychotherapy, psychological testing, and stress management.

Richard E. Foglesong

Professor of Politics (1984;1992); B.A., Drury College; M.A., Ph.D., University of Chicago. Professor Foglesong teaches in the field of American politics; his writing has focused on urban planning, industrial policy, and urban economic development.

Faculty

James A. Francis

Visiting Assistant Professor of Classics (1991;1991); B.A., Villanova University; Ph.D., Duke University. Latin and Roman Studies; imperial social history, early Christianity, late antiquity.

William K. Gallo

Professor of Music (1967;1980); B.S., University of Illinois; M.A., Ph.D., Catholic University of America. Professor Gallo teaches courses in music history, folksong, world music, and 20th-century American popular music.

Greg H. Gardner

Professor of Speech and Director of the Organizational Communication Program in the Hamilton Holt School (1985;1991) B.A., M.A., Ph.D., Bowling Green University. Professor Gardner's research interests include legal rhetoric, campaign rhetoric, and interpersonal communication.

Lynda M. Glennon

Professor of Sociology (1980; 1986); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Professor Glennon's research interests include theoretical paradigms, phenomenology and critical theory, women's studies, media, popular culture, and culture and consciousness studies.

Isabelle M. Gorrell

Visiting Instructor of French and German (1987; 1987); Licence in English, University of Lyon; Maitrise and Capes in German, University of Paris. Professor Gorrell teaches courses in French and German language.

George C. Grant

Director of Libraries; Professor of Library Science, (1986;1991); A.S., Owen Junior College; B.S., Morehouse College; M.S.L.S., Atlanta University; Ph.D., University of Pittsburgh. Professor Grant edits the Newsletter of the Black Caucus of the American Library Association.

Yudit K. Greenberg

Associate Professor of Religion (1986;1991); B.A., California State University at Hayward; M.A., San Francisco State University; Ph.D., Graduate Theological Union. Professor Greenberg's teaching fields include Judaic and Islamic studies as well as Hebrew.

Myma Greene

Visiting Instructor of Spanish and Italian (1991;1991); B.A., Rollins College; M.A., Florida State University.

Eileen Gregory

Professor of Biology (1979;1992); B.S., Michigan State University; M.S., Ph.D., University of Washington. Professor Gregory teaches general biology, biochemistry, microbiology, immunology, and nutrition.

Laura Greyson

Professor of Politics (1981;1991); B.A., University of California at Santa Cruz; Ph.D., Rutgers University. Professor Greyson's teaching fields include Political Theory, American Politics, Women and Politics, and Constitutional Law.

Donald C. Griffin

Interim Dean of the Faculty and Professor of Physics (1970;1983); Coordinator, Pre-Engineering Program; B.S., Rollins College; M.S., Ph.D., Purdue University. Professor Griffin teaches courses in optics, atomic physics, quantum mechanics, principles of physics and physical science and does research in the theoretical atomic scattering theory. He is a consultant at The Oak Ridge National Laboratory.

Wayne D. Hales

Associate Professor of Economics (1971; 1976); B.A., Oklahoma City University; M.S., Ph.D., Oklahoma State University. Professor Hales' teaching fields include public economics, monetary economics, and microeconomics.

Hallie Lu Hallam

Associate Professor of Art History (1966; 1975); B.A., West Virginia Wesleyan College; M.A., Florida State University; Ph.D. study, University of Pittsburgh. Professor Hallam teaches a variety of courses in art history, ranging from the arts of ancient civilizations to 20th-century art.

Edward J. Harrell

Professor of History, Brevard Campus (1972; 1991); B.A., M.A., Ph.D., Florida State University. Professor Harrell teaches courses in modern European history, American history, and specialized courses relevant to these areas.

Anne E. Heath

Assistant Professor of Counseling (1991; 1991); B.S., St. Lawrence University; M.S., Ph.D., University of Florida. Professor Heath's research focus is in multicultural counseling and development.

William J. Hepburn

Associate Professor of Business Administration (1978; 1983); B.S., Rutgers University; M.B.A., Rollins College. Professor Hepburn's research and teaching interests are in the areas of quantitative methods, management, statistics, and social responsibility of business.

Theodore T. Herbert

Professor of Management, Roy E. Crummer Graduate School of Business (1985; 1985); B.B.A., M.B.A., D.B.A., Georgia State University. Professor Herbert teaches organizational behavior, management policy, competition and strategy, and International Management.

James M. Higgins

Professor of Management, Roy E. Crummer Graduate School of Business, (1980; 1983); B.B.A., Emory University; M.P.A., Ph.D., Georgia State University. Professor Higgins teaches organizational behavior, strategic management, and creativity.

Catherine Higgs

Visiting Instructor of History (1991; 1991); B.A., Queen's University at Kingston, Canada; M.A., M.Phil., A.B.D., Yale University. Professor Higgs' expertise is in African History, specializing in South Africa.

Larry M. Holt

Assistant Professor of Computer Science, Brevard Campus (1989; 1989); B.S., Rollins College; M.S., University of Central Florida. Professor Holt teaches courses in computer science and computer information systems.

John M. Houston

Assistant Professor of Psychology, Hamilton Holt School (1989; 1989); B.S., Georgetown University; M.A., Ph.D., New York University. Professor Houston teaches courses in industrial/organizational psychology, group dynamics, psychological statistics and applied psychology.

Gordon E. Howell

Raymond W. Greene Chair of Physical Education, Associate Professor of Physical Education, (1967; 1976); B.S., Western Carolina University; M.A.T., Rollins College; Ed.D., Highland University. Professor Howell teaches psychology of competition at the undergraduate level.

Faculty

Steven F. Jackson

Visiting Instructor of Politics (1992;1992); A.B. Stanford University; Ph.D. (expected 1992), University of Michigan. Mr. Jackson's major field is comparative politics, emphasizing Chinese and Japanese domestic politics and foreign policy.

Peggy A. Jamigan

Associate Professor of Physical Education (1967;1983); B.S., Carson-Newman College; M.S., University of Tennessee. Professor Jamigan teaches courses in physical education.

Richard C. Jones

Visiting Assistant Professor of Earth Science (1990; 1990); B.A., West Virginia University; M.A., University of Texas at Dallas; Ph.D., Texas A & M University. Professor Jones is interested in methods of teaching science and in the history of science.

Robert O. Juergens

Professor of Theater Arts (1963;1972); B.A., Heidelberg College; M.A., Ohio State University; M.F.A., Yale School of Drama; D.F.A., Yale University. Professor Juergens has directed approximately 80 productions and appears regularly in local professional theater productions and films, in addition to teaching acting, theater history, directing and dramatic criticism courses.

Roy A. Kerr

Professor of Spanish and Portuguese (1980; 1989); B.A., The Pennsylvania State University; M.Ed., Temple University; Ph.D., The Pennsylvania State University. Professor Kerr's teaching and research areas are Spanish language, Spanish American prose, drama, and poetry, Portuguese language, and Brazilian literature.

Stephen W. Klemann

Associate Professor of Biology (1982;1986); B.A., Hanover College; M.S., Ph.D., Miami University (Oxford, Ohio). Professor Klemann is a zoologist with research interests in the areas of molecular evolution, genome organization and early embryonic development.

David C. Kurtz

Professor of Mathematical Science (1987;1991); B.S., Purdue University; M.S., Massachusetts Institute of Technology; M.A., Wake Forest University; Ph.D., Duke University. Professor Kurtz's interests include combinatorics, inequalities, and the pedagogic aspects of abstractions.

Harry N. Kypraios

Associate Professor of Economics (1975; 1987); B.A., M.A., University of Delaware; Ph.D., University of Virginia. Professor Kypraios's areas of specialization include international economics and money and finance.

Susan Cohn Lackman

Associate Professor of Music Theory and Composition (1981; 1986); B.Mus.Ed., Temple University; M.A., American University; Ph.D., Rutgers University. Professor Lackman has written several musical compositions and has published scholarly research in the field of music.

Scott LaFeber

Assistant Professor of Theatre (1992;1992); B.A., Colgate; M.F.A., University of Texas at Austin. Professor LaFeber's credits in directing and acting include Babcock Theatre in Salt Lake City, Duke University, University of Texas at Austin, Circle-in-the Square in New York, and on Broadway.

Thomas D. Lairson

Associate Professor of Political Science (1976;1984); B.S., M.A., Ph.D., University of Kentucky. Professor Lairson teaches courses in international relations, international political economy and national security policy.

Patricia A. Lancaster

Professor of French and Humanities, Brevard Campus (1970;1980); B.A., Coker College; M.A., Ph.D., Emory University. Professor Lancaster teaches French language, literature and culture, as well as humanities.

Jack C. Lane

Alexander W. Weddell Chair of The History of the Americas, Professor of History, and College Historian (1963;1972); B.A., Oglethorpe University; M.A., Emory University; Ph.D., University of Georgia. Professor Lane is an historian of modern American history who specializes in the history of American foreign policy.

Ronald B. Larned

Associate Professor of Art, (1969;1981); B.A., Texas Technical College; M.A., New Mexico State University. Professor Larned specializes in design, sculpture, and jewelry design, and he teaches courses in photography and drawing.

Dawn Latta

Visiting Assistant Professor of Education (1991;1991); B.S.Ed., and Ed.D., University of Georgia; M.Ed., Georgia State University.

Carol Lauer

Professor of Anthropology, (1977; 1989); B.A., Brandeis University; M.A., Ph.D.; University of Michigan. Professor Lauer is a physical anthropologist whose research interests include primate behavior.

Robert S. Lemon, Jr.

Professor of Art (1973; 1987); B.A., University of Missouri at Kansas City; M.A., Ph.D., Ohio University. Professor Lemon's teaching fields include art history and comparative arts.

Edmund LeRoy

Professor of Music (1983; 1990); B.A., Furman University; S.M.M., Union Theological Seminary; M.M., D.M.A., The Juilliard School. An accomplished singer with an impressive performance record; teaching specialties include studio voice, opera, and music in general studies.

R. Barry Lewis

Professor of History and Director of the Master of Liberal Studies Program in the Hamilton Holt School (1968;1978); B.S., M.A., Ph.D., Pennsylvania State University. Professor Lewis teaches courses in ancient, medieval and early modern European history.

Richard A. Lima

Associate Professor of French (1981;1985); B.S.Ed., Bridgewater State College; M.A., Ph.D., University of California at Berkeley. Professor Lima's teaching includes French language, French literature, and Francophone Studies.

Ian Littlewood

Visiting Associate Professor of Physics (1992;1992); B.A., M.A., Ph.D., Oxford University. Professor Littlewood teaches both introductory and advanced physics courses. His research interests include spectroscopy of highly excited diatomic molecules and recombination processes in gas discharges.

Hilda Lopez Laval

Visiting Instructor of Spanish (1988;1988); B.A., Hunter College; M.A., City College, New York; A.B.D., University of Florida. Professor Lopez Laval teaches Spanish language and Spanish and Latin American Literature.

Faculty

Patricia Marshall

Assistant Professor of Classics and Coordinator of Classical Studies (1990;1991); B.A., Smith College; A.M., Harvard University; Ph.D., Duke University. Professor Marshall specializes in Greek Comedy and teaches Greek and Latin languages and literatures and Classical Studies courses in translation.

Serge Matulich

Professor of Accounting, Director, Roy E. Crummer Graduate School of Business (1984;1984); B.S., California State University at Sacramento; Ph.D., University of California at Berkeley; Certified Public Accountant, Certified Cost Analyst.

Nancy M. McAleer

Professor of Education (1972; 1986); B.S., Northern Illinois University; M.Ed., Louisiana State University in New Orleans; Ed.D., University of Florida. Professor McAleer's teaching areas include elementary education, children's literature, language arts, and reading.

Edna S. McClellan

Associate Professor and Head Catalog Librarian, Olin Library (1984;1984); B.S., Lyndon State College; M.L.S., Florida State University; M.A.T., University of Vermont; A.M.L.S., Florida State University.

Carolyn B. McFarland

Associate Professor and Documents Librarian, Olin Library (1970;1978); B.A., University of South Florida; M.S., Florida State University.

Sandra A. McIntire

Assistant Professor of Psychology, Brevard Campus (1991;1991); B.A., M.A., and Ph.D., University of South Florida.

Margaret McLaren

Assistant Professor of Philosophy (1992;1992); B.Phil, Miami University (Ohio); M.A., Northwestern University; Ph.D., Northwestern. Professor McLaren's areas of specialization include social and political philosophy, ethics, and feminist theory.

Harry J. Meisel

Associate Professor of Physical Education and Director of Aquatics (1962;1987); B.S., Stetson University; M.A., Columbia University. Professor Meisel teaches aquatic physical education courses.

Ruth M. Mésavage

Professor of French and Dance (1981;1990); B.S., Julliard School of Dance; M.A., Hunter College; M.Phil., Ph.D., Yale University. Professor Mésavage teaches courses in ballet, French and Quebec literature and civilization.

Richard G. Miller

Dean of the Brevard Campus, Dean of Graduate Programs in Education and Human Development, Professor of History and Urban Studies (1988;1990); A.B., St. Joseph's College; M.A., Ph.D., University of Nebraska. Dean Miller teaches courses in urban history, urban politics, and U.S. social and political history.

Junryo Miyashita

Associate Professor of Computer Science (1991;1991); B.A., Western Washington University; M.S., Oklahoma State University; M. of Computer Science, North Carolina State University; Ph.D., University of South Florida.

Robert L. Moore

Assistant Professor of Anthropology, (1988; 1991); B.A., Tulane University; Ph.D., University of California. Professor Moore's fields of specialization are cultural, political, and linguistic anthropology, complex societies, and modern China.

Edward A. Moses

Professor of Finance, Roy E. Crummer Graduate School of Business (1989;1989); B.S., The Wharton School of the University of Pennsylvania; M.B.A., Ph.D., University of Georgia.

S. Joseph Nassif

Professor of Theater Arts and Director of the Annie Russell Theatre (1982;1982); B.A., Grinnell College; M.F.A., Yale University School of Drama; Ph.D., University of Denver. In addition to his work as Director of the A.R.T., Professor Nassif teaches courses in acting, directing, theater history; serves as a national adjudicator for the American College Theatre Festival; and serves on the Florida Theatre Panel for the Division of Cultural Affairs, State of Florida.

Steven S. Neilson

Dean of the College, Professor of Theater Arts (1973;1987); B.A., University of Delaware; M.A., University of Miami. Dean Neilson's primary teaching areas are Theater Management, Introduction to Theater and Studies in Dramatic Literature.

Marvin E. Newman

Professor of Legal Studies and Organizational Communication (1976; 1982); B.S.L., L.L.B., J.D., Northwestern University. Professor Newman's primary teaching and research areas deal with legal studies, particularly interdisciplinary areas emphasizing sociological jurisprudence, ethics and thanatology.

E. Alan Nordstrom, Jr.

Professor of English (1970;1986); A.B., Yale University; M.A., Ph.D., University of Michigan. Professor Nordstrom's area of specialty is the English Renaissance and his teaching includes Shakespearean and Renaissance literature, major English writings, and creative writing.

Maurice J. O'Sullivan, Jr.

Professor of English, (1975;1980); B.A., Fairfield University; M.A., Ph.D., Case Western Reserve University. Professor O'Sullivan specializes in 18th-century English literature, minority literature, popular culture, and Florida Studies.

Twila Yates Papay

Professor of English and Director of Writing Programs (1985; 1991); B.A., Clarion University of Pennsylvania; M.A., Ph.D., Purdue University. Professor Papay's interests are composition and rhetorical analysis, personal writing, journal studies, science fiction, and romantic literature.

Philip E. Pastore

Associate Professor of English (1969;1973); B.A., M.A., University of Connecticut; Ph.D., University of Florida. Professor Pastore's primary interests are 19th- and 20th-century American literature, with emphasis on the novel.

Pedro A. Pequeno-Rossie

Professor of Anthropology and Coordinator of the Latin American and Caribbean Affairs Program (1972;1989); B.A., M.A., Wichita State University; Ph.D., Southern Illinois University. Professor Pequeno specializes in cultural and applied anthropology and ethnohistory with particular reference to Latin America and the Caribbean, and directs Rollins College's Program in Merida, Mexico.

Faculty

Karl E. Peters

Professor of Religion (1973;1984); B.A., Carroll College, M.Div., McCormick Seminary; Ph.D., Columbia University. Professor Peters' primary teaching areas are Christian thought, contemporary religious thought, environmental ethics, and issues in religion and science.

Walter S. Phelan

Professor of English, (1971; 1981); A.B., Pontifical College Josephinum; M.A., Ph.D., Ohio State University. Professor Phelan specializes in Middle English literature; his other teaching areas include mythology, autobiography, linguistics, and environmental studies.

Lynne M. Phillips

Associate Professor and Reference/Interlibrary Loan Librarian, Olin Library (1970;1978); B.A., University of Arizona; M.L.S., Texas Women's University.

Donald R. Plane

Professor of Management Science, Roy E. Crummer Graduate School of Business (1984; 1984); M.E., University of Cincinnati; M.B.A., D.B.A., Indiana University. Professor Plane's research interests include computer spreadsheet modeling for business analysis, statistics, and end-user computer modeling.

Judith A. Provost

Director of Health and Counseling Services, Associate Professor of Counseling (1976; 1989); B.S., University of Connecticut; M.S., University of California; Ed.D., University of Florida. Professor Provost's teaching interests include theories of personality and psychotherapies, Jung, psychological type, eating disorders, student development, the counseling process, wellness and the psychology of leisure or play.

Brian G. Ramsey

Professor of Chemistry, (1980;1981); B.S., University of South Carolina; M.S., University of Wisconsin; Ph.D., Florida State University. Professor Ramsey's research interests include photochemistry, applied quantum chemistry, and linear energy relationships.

Roger D. Ray

Professor of Psychology (1969;1978); B.A., Rollins College; Ph.D., University of Tennessee. Professor Ray teaches courses in learning, motivation, experimental-statistical analysis, and psychosomatic pathology.

Kathleen J. Reich

Associate Professor, Head of Archives and Special Collections (1971;1977); Antiquarian Diploma, Deutsche Buchhändler Lehranstalt; Zwischenprüfungen, Universität Leipzig; cand. phil. Universität Mainz; M.A.T., Ed. S., Rollins College. Professor Reich's research interests include Walt Whitman, West African literature, and research methodology.

Barry Render

Charles Harwood Endowed Chair of Management Science and Professor of Operations Management, Roy E. Crummer Graduate School of Business (1989;1989); B.S., Roosevelt University; M.S., Ph.D., University of Cincinnati.

David I. Richard

Professor of Biology, (1968; 1977); B.A., Capital University; M.S., Ph.D., Ohio State University. Professor Richard's teaching areas include invertebrate and vertebrate zoology, ecology, marine biology, tropical biology, freshwater biology, and parasitology.

Charles Patrick Rock

Associate Professor of Economics (1984;1988); B.A., Williams College; M.A., Ohio University; Ph.D., Cornell University. Professor Rock teaches courses including labor economics, comparative economics, the history of economic thought, African political economy, and economic democracy.

Charles A. Rodgers

Professor of Theater Arts and Dance (1969;1978); B.A., M.A., Ph.D., The Ohio State University. Professor Rodgers teaches courses in theater, television and radio history, and American film history.

Donald P. Rogers

Professor of Business Administration (1987; 1987); B.S.B.A. University of Arizona; M.A., M.B.A., Ph.D., The Ohio University. Professor Rogers teaches courses in management, with research interests in management communication, employee relations, and consumer attitudes.

John S. Ross

Professor of Physics, (1953;1963); A.B., DePauw University; M.S., Ph.D., University of Wisconsin. Professor Ross' teaching interests include courses in astronomy and experimental atomic physics.

Edward C. Royce

Associate Professor of Sociology (1990;1990); B.A., University of Nevada at Reno; M.A., Arizona State University; Ph.D., State University of New York at Stony Brook. Professor Royce is interested in social theory, social inequality, and historical sociology.

Maria Ruiz

Associate Professor of Psychology (1982; 1989); B.A., M.A., Ph.D., University of Florida. Professor Ruiz is an applied psychologist with special interest in clinical applications of behavior analysis to special populations including autistic children and the developmentally delayed.

Brent Runnels

Assistant Professor of Music (1988, 1988); B. Mus., Ithaca College; M.M., D.M.A., Manhattan School of Music. Professor Runnels is an active concert and jazz pianist and teaches courses in Music.

Martin Schatz

Dean Emeritus and Professor of Management of the Roy E. Crummer Graduate School of Business of Rollins College (1979;1991); B.S., University of Alabama; M.B.A., University of Florida; Ph.D., New York University. Professor Schatz's research interests are in management, leadership, and organizational behavior.

Edward W. Scheer

Associate Professor of Biology (1957;1972); B.S., Rollins College; M.A., Harvard University. Professor Scheer's teaching areas include biology, geology and environmental studies.

Judy Schmalstig

Assistant Professor of Biology (1991; 1991); B.S., Pennsylvania State University; M.S., Ohio State University; Ph.D., University of Dayton. Professor Schmalstig's expertise is in plant physiology and plant molecular biology.

Wallace V. Schmidt

Associate Professor of Organizational Communication, Hamilton Holt School (1989;1989); B.A., Midland Lutheran College; M.A., University of Nebraska; Ph.D., New York University.

Eric A. Schutz

Associate Professor of Economics (1987;1990); B.A., University of South Florida; Ph.D., University of North Carolina. Professor Schutz's areas of interest include industrial organization, Marxian economics, comparative economic systems and American political economy.

Terence F. Sebrighu

Associate Professor and Director of Technical Services, Olin Library (1982;1982); A.B., A.M., M.S.L.S., University of Illinois. Professor Sebrighu's interests include library administration, computers in libraries, French language, and French literature.

Faculty

Thaddeus Seymour

Professor of English and President Emeritus (1978;1990); B.A., University of California at Berkeley; M.A., Ph.D., University of North Carolina at Chapel Hill; Professor Seymour's special interests are expository writing and 18th-century English literature.

Marie C. Shafe

Professor of Counseling (1978;1988); B.A., M.Ed., West Georgia College; Ed.D., Indiana University. Professor Shafe's areas of specialization are mental health and relationships counseling, addictions, eating disorders, group, crisis intervention and lifespan development.

Melissa Shafer

Visiting Assistant Professor of Theatre (1991; 1991); B.A. and M.F.A., Southern Illinois University.

W. Robert Sherry

Associate Professor of Dance (1984;1988); B.S., Indiana University; M.F.A., Southern Methodist University. In addition to his work as a director/choreographer for the A.R.T., Professor Sherry teaches dance technique, notation, history, movement for actors, theatre and musical theater coursework.

John V. Sinclair

Associate Professor of Music and Director of Choral Activities (1985;1988); B.S., William Jewell College; M.M.E., D.M.A., University of Missouri Kansas City Conservatory of Music. Professor Sinclair is Director and Conductor of the Winter Park Bach Festival Society, in addition to conducting college music ensembles and teaching courses in Music.

Joseph V. Siry

Associate Professor of Environmental Studies (1984;1984); B.A., Emory University; M.A., Ph.D., University of California at Santa Barbara. Professor Siry teaches courses in conservation history, the history of science and technology, disease, energy conservation and resource use, international environmental politics, human ecology, and wilderness field studies.

A. Chris Skelley

Associate Professor of Economics (1987;1990); B.A., M.A., Miami University (Ohio); Ph.D., Brown University. Professor Skelley's areas of interest include applied microeconomics, urban economics, public economics and uncertainty and information.

James W. Small, Jr.

Professor of Biology (1972;1983); B.S., University of North Carolina; M.S., Ph.D., University of Kentucky. Professor Small specializes in physiological ecology and ichthyology and teaches courses in physiology, histology and comparative anatomy.

Robert D. Smither

Associate Professor of Psychology and Director of the Organizational Behavior Program in the Hamilton Holt School (1986;1986); B. A., Indiana University; M.A., California State University at San Francisco; Ph.D., The Johns Hopkins University. Dr. Smither's areas of specialization include organizational psychology leadership, tests and measurements, and personality.

Tanja Softic

Assistant Professor of Art (1992;1992); B.F.A. Academy of Fine Arts of the University of Sarajevo, Yugoslavia; M.F.A., Old Dominion University/Norfolk State University (Virginia).

Roy S. Starling

Associate Professor of English (1981;1986); B.A., M.A., Ph.D., Florida State University. Professor Starling teaches 19th-century British literature and contemporary American fiction.

Robert C. Steen

Associate Professor of Economics (1987;1990); A.B., Kenyon College; M.A., Miami University; Ph.D., Princeton University. Professor Steen's areas of interest include urban economics, public finance, applied microeconomics, and economic history.

R. Bruce Stephenson

Assistant Professor of Environmental Studies (1988; 1992); B.A., Florida Southern College; Master of City and Regional Planning, Ohio State University; Ph.D., Emory University. Professor Stephenson teaches courses in environmental planning and community development, and works as a consultant on local planning issues.

Marilyn C. Stewart

Professor of Anthropology (1975; 1989); B.A., Harpur College; M.A., Ph.D., State University of New York at Binghamton. Professor Stewart specializes in the archaeology of North America and also teaches courses in cultural anthropology.

Joan Straumanis

Professor of Philosophy (1986;1986); B.A., Antioch College; M.A., University of Colorado; Ph.D., University of Maryland. Professor Straumanis's academic interests include philosophy of science, logic and foundations of mathematics, philosophy of language, philosophy of psychology, women's studies and science policy. (On leave 1992-93 at the Fund for the Improvement of Post-Secondary Education, Washington, DC)

Kenna C. Taylor

Associate Professor of Economics (1974;1984); B.A., M.A., Ohio State University; Ph.D., University of Florida. Professor Taylor's areas of interest are economic development, economic methodology, environmental economics and personal economics.

Jack W. Trifts

Associate Professor of Finance, Roy E. Crummer Graduate School of Business (1989;1989); B.B.A., University of New Brunswick; M.B.A., Dalhousie University; Ph.D., University of Florida.

James D. Upson

Professor of Psychology (1969;1975); B.A., University of Florida; M.A., University of Iowa; Ph.D., Duquesne University. Professor Upson's teaching areas are personality, psychopathology, neuropsychology, and forensic psychology.

Luis Valdes

Professor of Political Science (1970; 1986); B.A., M.A., Ph.D., University of Wisconsin. Professor Valdes specializes in international law and comparative politics, especially the politics of Latin America.

Larry Van Sickle

Associate Professor of Sociology (1983;1985); B.A., Emporia State University; M.A., University of Missouri; Ph.D., Washington University. Professor Van Sickle's research has explored how American society and its social institutions affect individual consciousness.

Manuel Vargas

Coordinator of African and African-American Studies and Instructor of Anthropology (1992;1992); B.A., M.A., Ph.D. (expected 1992), University of Florida. Mr. Vargas' research interests include a comparative study of peasant ideology in two dominican villages in a context of rapid social change; and the relationship between the University of Florida and the Black community in Alachua County.

Faculty

E. Theodore Veit

Professor of Finance, Roy E. Crummer Graduate School of Business (1988; 1988); B.S., Marietta College; M.S., Ph.D., University of Arkansas. Professor Veit is a Chartered Financial Analyst and teaches courses in financial management and investments.

Julian W. Vincze

Professor of Marketing, Roy E. Crummer Graduate School of Business (1977; 1989); B.S., University of Montana; M.B.A., University of Western Ontario; Ph.D., University of Bradford, U.K. Professor Vincze's areas of specialization are marketing and strategic management.

Richard P. Vitray

Assistant Professor of Mathematics (1990;1990); B.S., Antioch College; M.S., Ph.D., Ohio State University. Professor Vitray's research is in the area of graph theory, particularly graphs embedded in non-planar surfaces.

James Wahab

Visiting Professor of Mathematics (1984, 1984); B.S., College of William and Mary; M.A., Ph.D., University of North Carolina. Professor Wahab teaches courses in calculus, probability, statistics, and linear algebra.

Bill H. West

Associate Professor of Accounting and Business Administration, Brevard Campus (1978; 1982); B.S., M.C.S., Rollins College; M.P.A., Georgia State University; Certified Public Accountant; Certified Financial Planner. Professor West's areas of interest include investments, taxation and personal finance. He teaches accounting and finance courses.

Jean West

Irving Bacheller Chair of Creative Writing and Professor of English, (1972;1981); M.F.A., Cornell University. Professor West's teaching fields include creative writing, modern poetry, women's studies and children's literature.

A. Arnold Wettstein

Professor of Religion (1968;1973); A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., McGill University. Dean Wettstein teaches courses in contemporary religious thought, world religions, and the religious cults in America.

Kim White-Mills

Assistant Professor of Organizational Communication (1990;1990); B.S., M.A., Indiana State University. Ph.D., Ohio University. Professor White-Mills has taught organizational communication and research methods, small group discussion, marketing communication, and leadership.

Robert E. Wilkinson

Visiting Professor of Management, Roy E. Crummer Graduate School of Business (1991; 1991); B.A., Syracuse University; M.S. and Ph.D., Florida State University.

Gary L. Williams

Professor of History (1972;1992); A.B., Centre College; M.A., Ph.D., Duke University. Professor Williams specializes in 19th-century United States history, especially racial attitudes, the growth of sectionalism, and the American South.

Gary L. Winarski

Associate Professor of Accounting (1986;1991); B.A., Ohio University; M.S., The University of Toledo; Certified Public Accountant. Professor Winarski teaches a full range of accounting courses.

Marc K. Wruble

Visiting Assistant Professor of Psychology (1991;1991); B.S., Eastern Michigan University; M.S., Ph.D., University of Florida.

Faculty in Australia and Ireland

Rosemary Broomham

B.A., M.A., University of Sydney. As historical consultant to the Australian Gas Light Company, Ms. Broomham has written *First Light: 150 Years of Gas*. She has organized the archives of the AGL Company and has written and directed a video about the last coal carbonising plant in Australia.

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B.Ec., (Hons), M.Ec., University of Sydney. Associate Professor Collins teaches Economics at the Kuring-Gai Campus of the University of Technology, Sydney. He is a specialist on immigration as an economic and social issue in Australia, and has served as a consultant to the New South Wales Treasury and the Office of Multicultural Affairs.

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Luke C. Gibbons

B.A., M.A.(Hons), University College, Galway. Mr. Gibbons, a Lecturer in Communications at Dublin City University, is a doctoral candidate at Trinity College, Dublin. His dissertation focuses on the aesthetics of Romanticism in Irish culture. Other research interests include contemporary cultural theory and media studies with particular reference to representations of Ireland.

Ian Victor Hansen

B.A., University of Adelaide; M.A., University of Southampton; Ph.D., University of Melbourne. Dr. Hansen has edited several poetry anthologies and published books on teaching English and Australian literature. He is the former deputy chairman of the Department of Education of the University of Melbourne.

Australian and Irish Faculty

John S. Horgan

B.A., National University of Ireland. Certificate at the Incorporated Law Society of Ireland. Mr. Horgan, Head of the Journalism School at Dublin City University, is a journalist, author, and commentator on public affairs.

David Jacobson

B.A., Hebrew University, Jerusalem; M.A., Sussex University; Ph.D., Trinity College, Dublin. Dr. Jacobson is a Lecturer in Economics at the Dublin City University. Professor Jacobson's particular field of interest is the international aspects of the Ford Motor Company.

Anthony K. Lee

B.S., Western Australia; M.A., Ph.D., U.C.L.A., Ph.D., Western Australia. Until recently Dr. Lee held the position of Associate Professor of Zoology at Monash University. He is now a Director of Australis, a company specializing in environmental education and travel. His special interest is in the life history strategies and social systems of marsupials, and was winner of the 1988 Ellis Troughton Award for contributions to Australian Mammalogy.

Carmelle Le Vin

B.A., Dip.Ed., M.Ed., Studs., Monash University, Victoria, Australia. Ms. Le Vin takes a major teaching role in the Australian Studies Seminars in the Rollins College Academic Year in Melbourne. Her research interests include multicultural and cross-cultural education.

Tomas MacAnna

Professor MacAnna is one of the artistic directors of the Abbey Theatre and has taught at Earlham University, the University of Minnesota, and Boston College.

Marion Manton

B.Sc., Sydney; M.S., Hawaii; Ph.D., Columbia University, New York. Dr. Manton, formerly a Lecturer in Science Education at the Sydney Institute of Education, is a specialist in vertebrate zoology. She has published in the areas of neurobiology and sensory physiology.

Jennifer Lee Newman

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Kathryn Evelyn Nunn

B.A. (Hons), University of Wales; M.A., Monash University, Victoria, Australia. Ms. Nunn teaches in the Rollins College Academic Year in Melbourne. Her special interests lie in the history of the Victorian Gold Rushes and Australian Literature.

Eunan O'Halpin

B.A., M.A., Ph.D., Cambridge University. Dr. O'Halpin, a professor of Public Administration at Dublin City University, teaches courses on Modern Irish Politics, Political Parties, and the Electoral System.

Allan Ian Patience

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Karel Reus

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Colin John Sale

B.A., Sydney; M.Sc., University of London. Mr. Sale is the former Head of Geography in the Social Science Department at the Sydney Institute of Education. Among his many publications are several comprehensive texts on Australian and world geography. His research interests include the natural environment of Australia and the influence of increasing population on the Southeastern environment.

Eamonn Slater

B.A., Ph.D., Trinity College, Dublin. Mr. Slater's research interest is the impact that current economic development has on the Irish family structure.

Maurice Symonds

B.A., Sydney. Mr. Symonds is a well-known art educator and author. He has been Resident Director of the Fall Term in Sydney since 1981 and teaches Australian Art.

Katherine E. Zappone

B.A., Seattle University; M.A., Catholic University, Washington, Ph.D., Boston College. Lecturer at the School of Hebrew, Biblical and Theological Studies of Trinity College, Dublin.

Other Instructional Staff

Beverly Buckley

Women's Tennis Coach (1986;1986); B.A., Rollins College; M.A., Azusa Pacific University.

Keith Buckley

Head Coach of Men's Varsity Soccer, Men's Intramural Director, P.E. Instructor; (1991;1991)
B.A., Rollins College.

Donald Cook

Head, Cross Country Coach (1980;1980); B.S., M.A.T., University of South Carolina.

Sherryll Fischer

Teaching Fellow in Accounting

Paula K. Gale

Dance Instructor (1982;1982).

Thomas Klusman

Men's Basketball Coach (1976;1978); B.A., M.B.A., Rollins College.

Dana B. McGraw

Teaching Fellow in English (1990; 1990); B.S., Belmont College; M.A., Texas Technological University; M.T.S., Vanderbilt Divinity School.

Clark D. Morrow

Coed Sailing Coach (1981;1984); B.S., University of California Los Angeles.

David W. Neal

Head Rowing Coach (Men & Women) (1991;1991); B.A., University of Washington, Seattle, Washington.

Albert L. Simonds

Men's Golf Coach (1981;1981); University of Maryland; Rollins College.

Charles Urban

Athletic Trainer (1981;1981); B.S., S.U.C. of New York at Brockport; M.A., Indiana State University.

Tom Ward

Women's Cross Country Coach (1986;1989).

Glenn Wilkes, Jr.

Women's Basketball Coach (1986;1989); B.A., Stetson University.

Shannon Zimmerman

Teaching Fellow in English

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Academic Calendar 1992-1993

FALL TERM

New Students Report to Campus	September 2
Classes Begin	September 8
Fall Break Begins	October 15
Classes Resume	October 19
Thanksgiving Recess Begins	November 26
Classes Resume	November 30
Examinations Begin	December 11
Term Ends	December 17

WINTER TERM

Classes Begin	January 4
Classes End	January 29

SPRING TERM

Classes Begin	February 2
Spring Recess Begins	March 20
Classes Resume	March 29
Examinations Begin	May 12
Term Ends	May 18
Commencement	May 23

The information contained in this catalogue is current to May 20, 1992; however, the statements published herein should not be regarded as a contract between Rollins College and the student. The College reserves the right to revise information, regulations, course offerings, academic requirements, financial aid, or fees when deemed necessary or desirable by the administration. Every effort will be made to notify students affected by such changes if they occur. It is the responsibility of the student to keep apprised of all changes.

Correspondence Directory

For information on the topics listed below write or call the office indicated:

Curricular Issues

Dean of the Faculty
(407) 646-2280

Admissions

Dean of Admissions
(407) 646-2161

Financial Aid

Director of Student
Financial Planning
(407) 646-2395

Academic Records, Transcripts

Matriculation and
Registration
Registrar
(407) 646-2144

Tuition, Fees, and Bills

Bursar
(407) 646-2252

Gifts or Bequests

Associate Vice President for Development
(407) 646-2606

International Programs/Study Abroad

International Programs
(407) 646-2466

Alumni Affairs

Alumni

(407) 646-2296

Career Services

Director of Career Services

(407) 646-2196

Religious Life

Dean of the Chapel

(407) 646-2115

Student Life Issues and

Academic Support Services

Dean of the College

(407) 646-2345

NOTES

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Rollins College

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